

MANITOBA SCHOOL

JOURNAL

Volume XIII

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The National Film Board's
Production . . .

"Royal Journey"

A documentary of the 1951 visit to Canada of Princess Elizabeth and Prince Phillip is being shown in theatres across the country starting in January.



★ The film uses a new type of color, and gives excellent coverage of highlights in the Royal Couple's journey through Canada and to the United States.

★ While 16 mm. prints will be available at a considerably later date it is suggested that wherever possible teachers and school administrators should try to arrange with local theatres for special Saturday morning or afternoon showings to school children, as the color and clarity will not be as good in 16 mm. as in the original 35 mm. theatre versions.

★ Those seeing the film acclaim it as an excellent visual recording of a memorable occasion, and we ourselves found it extremely interesting and technically of high standard.

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The MINISTER'S PAGE

Hon. W. C. MILLER

At the recent formal opening of Winnipeg's splendid new Technical-Vocational High School, attention was drawn to one phase of the economic life of Manitoba which is of great significance to the generation now approaching adult life, and which therefore must be taken into consideration by those who are responsible for the educational planning and direction of this province. Within the past ten years there has taken place in this hitherto predominantly agricultural province a very rapid expansion of two other great industries, mining and manufacturing. To some extent their growth has been related; they have furnished and required a reciprocal supply of commodities, and thus each has stimulated the development of the other. The rapid increase in their importance, together with the great extension of mechanization on the farms, and the growing demand for technicians in the service occupations, have opened up wide prospects of employment for young people in industry. These prospects in turn have stimulated the demand for the extension of the provision of facilities for technical and vocational training at various levels in our public educational system.

Although in Manitoba manufacturing is highly concentrated in the Greater Winnipeg area and mining is restricted to those parts of the province where the metalliferous rocks afford an abundance of zinc, copper and other ores, the effect of the rapid industrial development in these fields has been felt generally throughout the country. As a recent issue (June 1951) of the Manitoba Industry and Commerce Bulletin points out: "Manufacturing has played a major role in the economic growth of Canada and its various regions. The present high levels of production, employment and income are due in a large measure to the increase of activity and investment in manufacturing during the last decade. After all, manufacturing produces the machines, appliances and commodities on which our modern civilization depends. It not only provides jobs in factories, and markets for the products of farms, forests and mines, but also creates employment opportunities in construction, transportation, trade and service activities. In addition, of course, it brings in income from outside sources through the sale of its products to purchasers in other areas."

The Bulletin calls attention to "a fact not generally known, that is that in recent years there has been a development of manufacturing industries in rural areas, and manufacturing operations are now carried out in over 140 centres in this province."

♣ ♣ ♣ ♣

The probability of this extension, and the possibility of much greater development in this field in the near future had been recognized by those responsible for the educational administration of this province and before the close of the hostilities of the Second World War, extensive plans had been formulated for an increase of technical training to facilitate this economic growth. The major findings of the Legislative Committee which reported in 1945 included several recommendations as to the nature of this provision. Amongst these were the following: "The Committee recommends that integrated courses designed to meet the needs of those who will gain their living

in the field of industry should be part of the Composite High School program."

Recognizing that the provision of such education is contingent upon the resources of the administrative area, the Committee considered that: "In the non-city districts such provision could be made by the establishment of Composite High Schools at suitable centres in administrative areas adequate to their support."

With regard to Winnipeg, the Committee endorsed the recommendation of the Winnipeg School Board: "In Winnipeg, it is our opinion that the most suitable type of school to extend and supplement our present program would be a technical-vocational high school—which would include the teaching of academic subjects necessary for a good general education."

Commercial subjects had long been taught as "options" in many schools. With regard to these, "The committee recommends that, in all centres where it is practicable to do so, the Commercial Course should be a fully integrated one, and should constitute one of the departments of the Composite High School."

Evening classes and other forms of part-time vocational training were considered: "The Committee recommends that facilities for part-time vocational training be extended in any centres where it is practicable to do so."

With regard to higher education in the technical field the Committee felt that in Manitoba there was a definite lack of provision of training above the high school level and below that afforded by the degree-granting colleges and universities. Accordingly: "The Committee recommends that the present Manitoba Technical Institute should be developed, under Provincial direction, into an Institute of Technology and Art, with courses of varying length, the most common being two years. These courses should be of three main types: (1) Generalized engineering courses; (2) Technology of particular industries; (3) Functional courses (such as management and supervision)."

Recognizing that a strong case had been made out for direct Dominion participation in the promotion of vocational efficiency: "The Committee recommends that every effort be made to ensure that adequate financial support be forthcoming from the Dominion for a greatly increased program of technical and vocational education."

♣ ♣ ♣ ♣

Whilst it is realized that much still remains to be done before those recommendations can be regarded as fully implemented, it is of interest to note that a

The Extension Of Technical Training very considerable advance has been made in this field in Manitoba during the past six years. Taking the recommendations in order we find that during that period the courses for the Senior High Schools have been completely revised with an entirely novel feature: as recommended by the committee there is provision for four fully-integrated special or "technical" courses—Agricultural, Home Economics, Commercial and Industrial. These courses have now been fully operative for two or three years. One or more of these courses are now being offered in addition to the General Course by 20 Senior High Schools in the Province in addition to the comprehensive

(Continued on page 23)

Deputy Minister's ... and Chief Inspector's Page

By R. O. MACFARLANE, M.A., Ph.D.
C. K. ROGERS, M.A.

Happy New Year

Do you know . . .

that the most northerly public school in Manitoba is located at Churchill;

that The Pas, Manitoba, is about the same latitude as Liverpool, England, and the northerly tip of Scotland is just about as far north as is Churchill;

that nearly eighty per cent of the classrooms of Manitoba are electrified;

that more than seventy per cent of the classrooms have radios;

that about one-half of the classrooms of the Province have the use of projectors;

that over six hundred Manitoba school districts have teacherages;

that twenty-four new teacherages were opened in 1950-51;

that more than two hundred rural schools are closed because of lack of pupils;

that there are more than two hundred private school classrooms operating in the Province;

that three new consolidations were formed in 1950-51;

that there are one hundred consolidated school districts in Manitoba;

that there are over six hundred van routes in these consolidated districts;

that there are one-room schools operating with less than \$5,000 assessment on all the taxable property in the school district;

that there are school districts which have over \$300,000 of assessment per teacher employed;

that there are rural school districts with areas of less than six sections;

that there are several rural school districts (not consolidations) which are over twenty square miles in area;

that any child on the corner of a sixteen-section school district with the school in the centre has to go four miles to get to school;

that the inspection staff travelled nearly a third of a million miles visiting schools in the last school year;

that the Department of Education operates thirty-three classrooms in twenty-nine communities which have no assessable property;

that the Annual Legislative Grant from Provincial sources varies from \$200 dollars per teacher in districts with high assessment to \$1,500 per teacher in the districts with the very lowest assessment;

that education of the deaf and blind is a Provincial responsibility;

that there are forty-one pupils from Manitoba attending the Saskatchewan School for the Deaf at Saskatoon;

that there are eighteen deaf pupils from Greater Winnipeg in attendance at the day classes for the deaf in Isbister School, Winnipeg;

that there are twenty blind children from Manitoba in attendance at the Ontario School for the Blind;

that there are 424 students in attendance at the Provincial Normal School, Tuxedo;

that 345 students are in residence at the Provincial Normal School;

that the school population of Manitoba declined from its highest point, 153,553 in 1931 to 118,390 in 1945;

that there has been an increase in school population of more than 10,000 since 1945;

that the one-room rural school enrolment has dropped from 43,260 in 1931 to 26,856 in 1951;

that less than one-third of our pupils are reaching Grade XI at the present time;

that the increase in Provincial support to public schools between 1929 and 1950 was 225 per cent;

that school revenue from Municipal sources increased 46 per cent between 1929 and 1950;

that more than 200 new classrooms were built and opened in 1950-51;

that the average cost of the modern new rural schools built in 1950-51 was less than \$10,000;

that the Department of Education provides free plans for one-room rural schools;

that the Audio-Visual branch of the Department rented over 25,000 films to Manitoba schools last year;

that teachers borrowed 8,000 books from the Departmental Library last year;

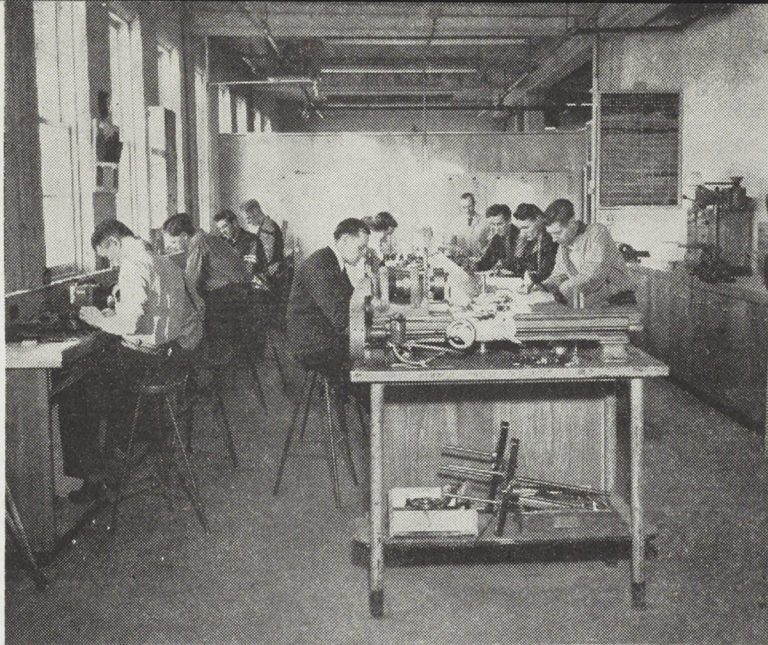
that last term 539 students were registered for evening classes and 352 for day classes at the Manitoba Technical Institute;

that well over 2,000 students are registered with the correspondence branch this year;

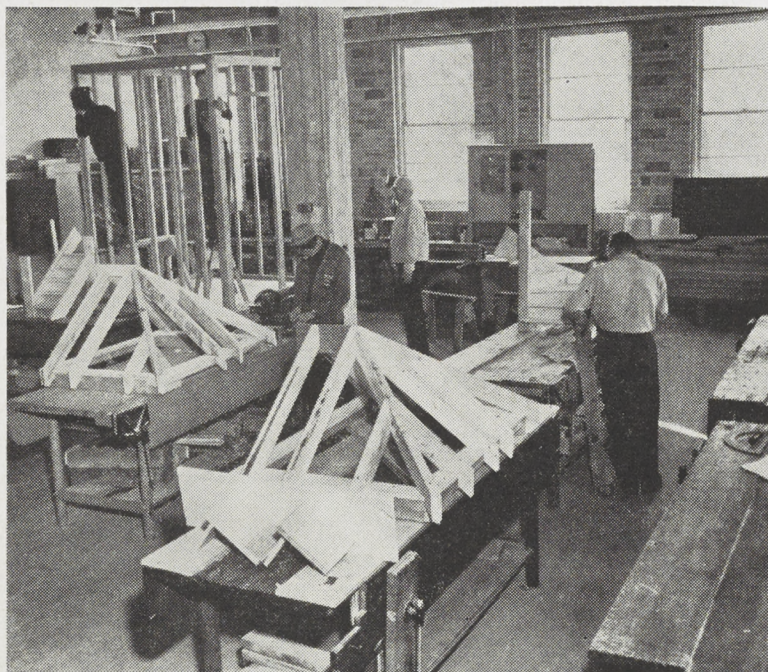
that last year the Manitoba Text Book Bureau distributed 1,000,000 books to teachers, pupils and schools;

that last year the School Broadcasts Branch of the Department of Education broadcast 188 programs using 71 hours of time on the air;

that the Provincial Official Trustee contracts more than 250 teachers and manages the affairs of the districts employing them as well as the affairs of seventy-five other districts whose schools are closed?



Motor Winding Shop



Pre-apprentices—Carpentry Shop



Electrical Pre-apprentices get practical experience in house wiring

Apprenticeship

NOTE: This article is a summary of an address given at the American Vocational Association's Annual Convention held in Minneapolis, Minn., November 27-December 1, 1951, by B. F. Addy, Principal of the Manitoba Technical Institute.

APPRENTICESHIP can best be defined as a method of passing on from generation to generation the skills and knowledge which man has acquired down through the ages. It is not a new development although in western Canada no Apprenticeship legislation existed until 1944.

Progress and development through the years bring about changes in procedures and materials. The Industrial Revolution introduced power production processes which we have now developed to mass production, which employs large numbers of machine operators. In those trades which are largely manual and require a high level of skill, apprenticeship training is necessary.

Because of the great *complexity* in all of our activities today, a higher educational standing is required. Industry generally can give all the practical experience required to complete the training of an apprentice, but to produce a skilled craftsman such as is needed today this must be supplemented by instruction in techniques of the trade and their practical application on the job.

Up to, say 1913, western Canada imported almost all of its skilled tradesmen in waves of immigration which ceased about that date. The World War, A Depression, a Second Great War, prevented a revival of that basic important import. Our earlier immigrants were growing older and we were not training our young people to take their place. When war broke out in 1939 the great scarcity of skilled workers became apparent. Government, the Services, Industry, and Trade Unions recognized the need and apprenticeship training on an organized basis came into being—the Government of Canada assisting financially by meeting 50 per cent of the cost of training apprentices in classes and their supervision on the job.

Apprenticeship training under a geographical situation as exists in the Province of Manitoba is not a simple undertaking. If you visualize a Province or a State with an area of 246,512 square miles (this is more than twice the total area of the British Isles) extending 761 miles North and South, reaching from the 49° of latitude Northward to the 60th. With a width at the Southern end of 278 miles and at the widest point measuring 493 miles East and West and at the Northern boundary 260 miles wide. This is the Province of Manitoba, Canada.

The total population of the Province is approximately 770,000. There are very few cities, the largest being Greater Winnipeg (4th largest city in Canada) where 40 per cent of the total population of the Province lives. The remainder of the population is distributed over the remaining area of the Province with the next largest city being Brandon, with a population of approximately 20,000 people.

Since industry is being concentrated in the Greater Winnipeg area and in the smaller cities it is quite probable that the Province will become zoned for purposes of administering apprenticeship.

Trades now designated under the Apprenticeship Act in Manitoba are Carpentry, Factory Woodworking, Bricklaying,

Training IN MANITOBA

Tile Setting, Painting and Decorating, Plastering, Plumbing, Steamfitting, Refrigeration, Electrical Construction, Electric Motor Winding, Auto Body Repair, Automotive Mechanics, Sheet Metal and Lathing. Pre-apprenticeship and apprenticeship training is offered in twelve of these trades at a government owned and operated school (the Manitoba Technical Institute) located in the city of Winnipeg. In addition, some private companies such as the Canadian National Railways, the Canadian Pacific Railway, the Winnipeg Electric Company, and the Hudson Bay Mining and Smelting Company in Flin Flon, Manitoba, are authorized or in the process of being authorized by the Apprenticeship Board to operate their own apprenticeship systems.

The Apprenticeship Act states in Section 9 that "no person who is eligible to be an apprentice in any designated trade may be employed in the trade for more than three months unless he enters into an agreement of apprenticeship."

Persons between 16 and 20 apply for admission to a pre-apprenticeship course of from six to eight months in the trade of his choice. Applicants should have a Grade Nine public school standing. Applications are usually accepted until the end of August each year. Applicants are then given an aptitude test and the courses usually open on the first Tuesday in September. These courses are designed primarily to prepare boys for apprenticeship. The courses consist of about 50 per cent shop experience with the remainder of the time spent on Trade Literature, Trade Science, Industrial Mathematics, and Drafting or Blueprint Reading. At the completion of the course the students are evaluated for their time credits on their ensuing apprenticeship.

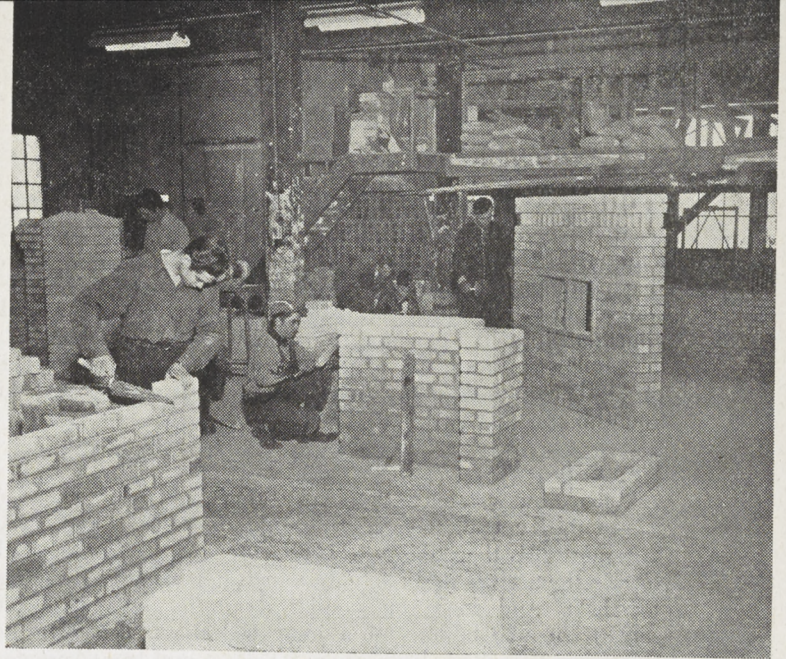
Boys who have obtained employment in a designated trade without pre-apprenticeship training are encouraged to report to the Director of Apprenticeship in order that they may be indentured and their employment protected.

All annual training for apprentices is conducted at the Manitoba Technical Institute during the Fall and Winter months each year. Apprentices are required to attend full-time day classes for periods varying from four to eight weeks annually. During attendance they receive a living allowance (paid jointly by the Provincial and Federal Governments) of \$11.00 per week. Apprentices from out of town receive \$13.00 per week plus one round trip fare from their home to Winnipeg. The additional payment to rural apprentices is made to compensate them for their having to obtain board and lodging away from home. No living allowance is paid to pre-apprentices.

At the conclusion of an apprenticeship term the apprentice is trade tested and awarded his certificate of qualification. The regulations provide that certificates will be issued to all apprentices who complete their time, complete their school courses, and pass the final trade test, which consists of both a practical and written examination conducted for the majority of the trades at the Institute, although in the Electrical Trade a Provincial Examining Board carries on the examination.

(Continued on page 7)

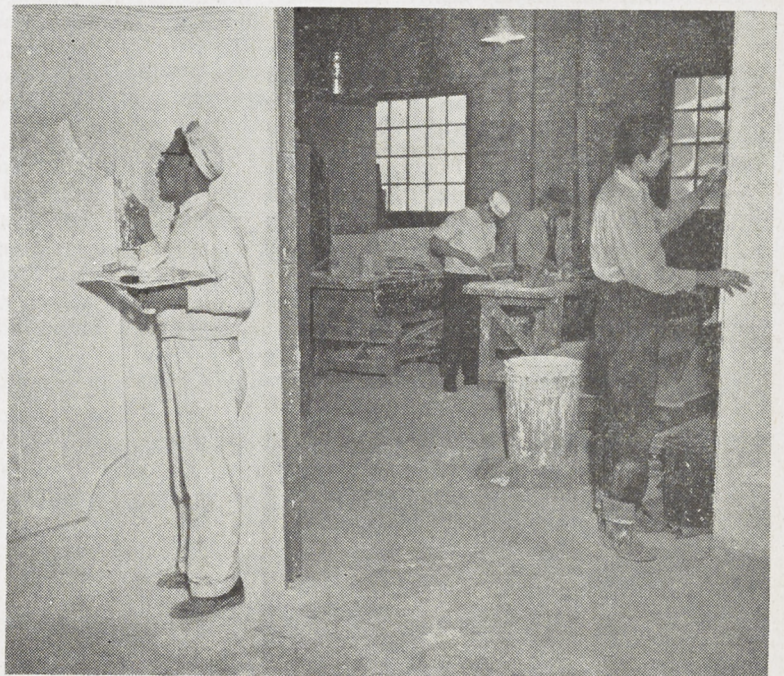
THE MANITOBA SCHOOL JOURNAL



Bricklaying—Pre-apprentices



Apprentices—Painting and Decorating Shop



Apprentices—Plastering

THE above title appeared in a booklet on Physical Education which the writer was reading the other day and the material in the booklet was so interesting and to the point, that portions are passed on to you, the reader. Stress is constantly put on the thesis that many of the activities of physical education provide teaching opportunities without parallel. The following stories of actual case histories provide further proof that good teaching means good leadership. What do you think?

Play is Revealing

When you watch children play, don't you often wonder where they get all their energy and drive? Don't you envy boys and girls their ability to laugh, to enjoy each other, and to lose themselves in an activity which has so much meaning for them? And don't you wonder about the few who don't seem to fit in? Children tell a great deal about themselves as they play. Somehow, barriers are let down and true character comes to the fore.

Alert teachers take advantage of opportunities to watch their children at play. In this way they increase their knowledge and understanding of each child. Such observations, added to other things that the teachers know about children, enable them to do better teaching and to give sympathetic guidance. What can teachers see? They see how children get along together, how they accept each other. They see children who have learned to be good sports and those who need help in this direction. Teachers can observe in action those children who play skilfully enough to make the activity fun, those who willingly perform some of the chores that make play possible, those who accept well-intentioned criticism, and those who consider group success more important than personal achievement. These qualities and many others come to light in the dynamics of group and individual play. The brief sketches that follow are but simple illustrations of what teachers can observe—and by observing do—to help the children with whom they deal.

Roger

Mrs. Greene discovered many things about Roger as she watched him and his fifth-grade classmates. She noticed that no one was very happy about having Roger on a team. This puzzled her. Because he was smart, the children respected him in the classroom, but on the playground they didn't seem to like him. As Mrs. Greene moved about from squad to squad, helping individuals here and there, she discovered why the players didn't want Roger around. If he couldn't have his own way, he sulked and wouldn't try. He made fun of those who couldn't play well. He liked to be "big shot," but he thought it was beneath him to chase balls, put up the net, and perform the commonplace tasks. These characteristics did not show up in the classroom.

In talking with Roger, Mrs. Greene discovered that he did not know how to play the games the other children enjoyed. He had moved into the community recently. In the other schools he attended, no attempt was made to teach children how to play. During recess the boys and girls did what they wanted with the result that the good players got together, but the poor ones were excluded from the games. Roger did not want his classmates to know how unskillful he was. He did annoying things so that they wouldn't want him around.

Mrs. Greene worked with Roger and helped him develop some of the fundamental skills. The children were understanding once they learned the nature of Roger's difficulties. Today, Roger is an important member of the group—in the classroom and on the playground.

What Teachers See

by HART M. DEVENNEY, M.A.

WHEN

Susie

Susie was in the second grade. Whenever it was time to play Susie offered to clean the boards, straighten out the library shelves, or perform any other housekeeping tasks. At first, Mrs. Thompson, the teacher, was delighted to have such a thoughtful helper. After a bit, though, she began to wonder why Susie wanted to stay in rather than play. She watched the children before and after school and at noon. Susie was always alone. No one asked her to join them as they jumped rope, played tag games, or dramatized some ideas they had. Mrs. Thompson talked quietly with several children. She wondered if Susie's problem could be "mother trouble." It seemed that her mother told her that no nice girl got hot or dirty, that a lady never played boisterously!

At first the children had coaxed Susie to play because they liked her, but after many refusals they decided to let her play alone so that she could be quiet and clean! Susie needed sympathetic understanding. Her mother needed help, too. Mrs. Thompson did a good job of working with Susie and her mother. The child soon played enthusiastically with others, and the children seemed to enjoy her. Undoubtedly Mrs. Thompson helped Susie's mother understand (1) that all children need activity and that when they are active, they do perspire and get dirty, and (2) that being accepted and liked by playmates is very important to the happiness of a seven-year-old.

Bill

Bill was a quiet and listless student in the sixth grade. Some of the tests Mrs. Jacobs gave to all the children indicated that Bill was not working up to capacity. Bill's parents were worried about him. They were hopefully saving money for his college education, but his lack of interest in reading gave them great concern. Mrs. Jacobs assured them that she would do all in her power to understand Bill and to see if she could find some way of motivating him to take a more active part in classroom activities.

As Mrs. Jacobs observed Bill in the gymnasium and on the playground, she could see that he was popular with his classmates. She noticed that Bill's motor skills were excellent. She also noticed that the children liked to have him act as captain of the team. They told her that they could count on him, and that he didn't act superior or make fun of the boys and girls who weren't as good players as he. They felt that when he was captain he was nice to everyone and not just to his special friends. Mrs. Jacobs decided that his reading needed to be just as alive as he was. She wondered if he would like to read about sports. Through reading materials based on sports, number work involving major league baseball standings, and written work centred on sports heroes, she aroused in Bill a hitherto untapped enthusiasm in school. He became the sports authority in school. She capitalized on his ability to get along with his classmates. Bill was finding school more interesting than ever before.



CHILDREN PLAY

Peggy

Peggy was a shy child. She was the tallest girl in the third grade and rather fragile looking. She seemed to be interested in all that went on in the classroom but frequently failed to finish things she started. On the playground, she wanted to play but tired easily and often asked if she might drop out of activities. After this happened a few times, Miss Jesson wondered why Peggy was so different from most of the eight-year-olds in the class who never seemed to get enough activity. She called Peggy's mother and asked her if Peggy had had a health examination recently. The mother told her that Peggy hadn't been ill since she entered school and so there had been no need to visit the family doctor. Miss Jesson explained why she was calling and suggested that it might be a good idea for Peggy to have a physical checkup. The mother agreed that it might be wise to take Peggy to a physician over the weekend. On Monday morning Peggy's mother telephoned to tell Miss Jesson that her daughter had been ordered to bed for six weeks. Upon examining Peggy, the physician discovered a heart condition that he thought could be corrected if Peggy followed a prescribed routine of rest, relaxation, sleep, and diet. The mother thanked Miss Jesson for her interest in Peggy and told her that the doctor had said Peggy's heart might have been damaged permanently if the condition had not been discovered at that time.

Ronnie

Ronnie a first-grader, was sullen, unresponsive, and beligerent. He was the only child. His father had been killed in the war. Ronnie's mother kept telling him that he was all she had. She and Ronnie lived together in a small apartment. It didn't permit much movement and noise. Because Ronnie's mother wanted to be sure she was taking good care of him, she didn't permit him to play with children—he might get hurt. One day on the playground, Ronnie asked Miss Goode if he could run around the playground five times! As the playground was big, Miss Goode knew he couldn't get around that many times; but it was the first time he had ever asked to do something on his own. When she gave him permission, he tore off at great speed. As he passed her on the first lap, he grinned and waved. He almost made it around the second time, then threw himself down on the ground and shouted, "Gee, that felt good." For Ronnie, that running was an emotional outlet. After that, Miss Goode gave much more thought to the kind of experience she provided for Ronnie and his classmates. She recognized that through vigorous activity, children get rid of pent-up emotions. Miss Goode talked with Ronnie's mother and invited her to visit the school. As the mother saw Ronnie with his classmates, she began to understand six-year-olds better. She discovered that Ronnie would be less likely to be hurt physically if he developed motor skills and greater endurance. She learned, too, that he would be less likely to get hurt emotionally if he learned how to get along with other children.

Dick

Dick had many problems. He was in the seventh grade. He didn't seem to be outstanding in anything. He just got by in the classroom. When leaders were appointed for physical activities and teams were chosen, he was always the last one to be asked to join a team and then he knew he wasn't wanted.

Mr. Elton, Dick's teacher, had never taught before. He was baffled. "Understand the child," "Try to find something outstanding about each boy and girl," "Help each develop a feeling of security and belonging," these were things that had been drummed into him in college. He knew Dick felt inferior. The truth was that Dick *was* inferior, in ways that mattered to boys whom he wanted for friends. Mr. Elton knew that to be liked by his own age group was the thing that Dick wanted most. A short-cut to acceptance had to be found if he was to help Dick. At this particular school noon-hour social dancing was a popular activity. Dick couldn't dance! The after-school intramural program was of great interest to most of the boys. Currently, the activity was soccer. Dick couldn't play the game! Mr. Elton decided to go see Dick's father at his office.

It didn't take long for Mr. Elton to discover that the father was disappointed and disgusted with Dick. He himself had been a great athlete, at least that was what he said. When Mr. Elton asked him if he spent much time with the boy, he said he did not have time. The pressure of work made it impossible. Mr. Elton tried to point out that what Dick needed from his father was understanding and help. As Dick's father listened he began to understand that perhaps it was important to give a different kind of attention to Dick's problems. He agreed to go to the "Y" and work with Dick in a variety of activities which would help him develop necessary motor skills. The father suggested that perhaps he and Dick's mother might teach the boy to dance. He even suggested that it might be a good idea to encourage Dick to ask a few friends over now and then. Only time will tell how well things worked out!

APPRENTICESHIP

(Continued from page 5)

The Apprenticeship Act is administered by the Apprenticeship Branch of the Department of Labor. An Apprenticeship Board is appointed which is composed of a Chairman, a representative of the Department of Labor, two employers, two labor representatives, and a representative from the Department of Education. The permanent staff of the Apprenticeship Branch consists of a Director of Apprenticeship and four apprenticeship supervisors.

Each designated trade has a Trade Advisory Committee consisting of a representative from the Department of Labor, one from the Department of Education, two or three employers and an equal number of employees. These committees play a very important and vital part in the program generally.

All training and trade testing is the responsibility of the Department of Education and our policy is to operate all training in full-time day classes.

We feel that in order to give our own Apprenticeship Act "teeth" that perhaps compulsory certification is the answer. Periodically action is taken against both apprentice and employer in order to enforce the Act but we have found it more satisfactory to take time and have patience since we are convinced that the most important factor in making apprenticeship a success is the selling of the scheme to those chiefly concerned with the product—the employer and the indentured apprentice.

FACT and Fancy

The Old Lady in the Black Cottage

(A verse to think about)

One wasn't long in learning what she thought,
 Whatever else the Civil War was for
 It wasn't just to keep the States together,
 Nor just to free the slaves, though it did both.
 She wouldn't have believed those ends enough
 To have given outright for them all she gave.
 Her giving somehow touched the principle
 That all men are created free and equal,
 And to hear her quaint phrases—so removed
 From the world's view today of all those things.
 That's a hard mystery of Jefferson's.
 What did he mean? Of course the easy way
 Is to decide it simply isn't true.
 It may not be, I heard a fellow say so.
 But never mind, the Welshman got it planted
 Where it will trouble us a thousand years,
 Each age will have to reconsider it . . .
 For dear me, why abandon a belief
 Merely because it ceases to be true.
 Cling to it long enough, and not a doubt
 It will turn true again. For so it goes,
 Most of the change we think we see in life
 Is due to truths being in and out of favor.

Robert Frost.

✦ ✦ ✦ ✦

New Textiles

A new synthetic fibre which closely resembles wool is being produced by two large British firms. It is known as "Ardill" and is being made at low cost from peanut meal. The proteins from the meal are converted into a protein-like wool fibre. A similar fibre known as "Vicara" is made in the United States from zein, a pure protein extracted from corn. Casein, the protein of milk, as well as soybean protein and egg albumen can also be made into wool-like protein fibre.

✦ ✦ ✦ ✦

Flying Fish from the Prairies

From Think

Airplanes have made commercial fishing of the northern regions of Canada a practical and profitable business. Today hundreds of lakes, large and small, are being used for winter fishing grounds, netting the finest flavored fish, with whitefish, pickerel, trout and tullibee the principal species.

In addition to airplanes, motor tractors pulling loaded sleds take out many tons of fish each week to rail points.

The popularity of the fresh-caught northern fish is because of the fact that they live in cold water, which imparts a firmness to the flesh seldom found in fish caught in warmer waters.

Today there are at least a dozen air transport operators who do nothing else but fly loads of fish to railway points all winter in the prairie provinces.

A Tribute to William Greenglow, Geologist and Educationalist

From Sarah Binks (P. G. Hiebert)

Of William Greenglow's antecedents we know surprisingly little. Manitoba has claimed him as a native son but has also disclaimed him. It is difficult to decide . . . In one respect he must be regarded as a true educator if not a great one, for he had the educator's peculiar genius for imparting knowledge without himself assimilating it. Few teachers in the history of education in Saskatchewan have excelled him in this respect . . . His educational policy was to teach his class geology and at the same time have them teach him. That he failed in the latter was due not so much to his pedagogical method attended with so much success elsewhere, as to the fact that only one copy of the text was available for the use of the school. If two copies had been available, one for the teacher and one for the class, Greenglow would have been able to follow the recitations and the lessons in reading with greater accuracy. Always an educator, he felt that his first duty was towards his class and consequently he had little time during school hours to peruse the volume himself . . . Greenglow himself characterizes the happy combination of geological and pedagogical methods as one of outstanding success . . . "They take to Geology like the Board of Trade . . . At present the Junior Division is out on practical work, classifying the field boulders into big ones, little ones, and in between ones, thereby earning units and credits."

✦ ✦ ✦ ✦

A Sonnet

From Poems, First Series, by J. C. Squire

There was an Indian who had known no change,
 Who strayed content along a sunlit beach
 Gathering shells. He heard a sudden strange
 Commingled noise: looked up; and gasped for speech.
 For in the bay, where nothing was before,
 Moved on the sea, by magic, huge canoes,
 With bellying cloths on poles, and not one oar,
 And fluttering colored signs and clambering crews
 And he, in fear, this naked man alone,
 His fallen hands forgetting all their shells,
 His lips gone pale, knelt low behind a stone,
 And stared, and saw, and did not understand,
 Columbus's doom-burdened caravels
 Slant to the shore, and all their seamen land.

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About School

From Robert Frost

Why poetry is in school more than it seems to be outside in the world, the children haven't been told. They must wonder.

Departmental Bulletin

JUNE SCORE SHEET

Re: Order Blanks for June Score Sheets, Application Forms, Grade IX and X Tests, etc.

The form indicated above will be mailed to all schools early in January. If the principal or teacher has not secured a copy of the form by the 21st of January, he should notify the Registrar's office, Department of Education, at once.

EXAMINATION CENTRES

Grades XI and XII, June, 1952

All secondary schools, with the exception of Continuation Schools, will be established as examination centres for the Grade XI and Grade XII Departmental Examinations in June, 1952. If the trustees of a Continuation School or a school which is not classed as secondary, desire to have such school considered as a June Examination Centre, application must be made *each year*. The application, in letter form, signed by the principal and secretary-treasurer of the school board, must be forwarded to the Registrar, Department of Education, Winnipeg, not later than February 1, 1952. The letter must include the following particulars, in the order indicated.

1. Name of school (and post office address).
2. Name of inspector.
3. Number of pupils who will be writing Grade XI Departmental Examinations.
4. Number of pupils who will be writing Grade XII Departmental Examinations.
5. Distance from nearest secondary school. Also state name of such school.
6. What provision will be made in the school during the examination period for the students who are not writing the Departmental papers?
7. Will the principal be able to give undivided attention to the supervision of the Departmental Examinations?

Principals and secretary-treasurers should note that school districts in which examination centres are established will be expected to provide accommodation for candidates from surrounding areas who may wish to write Departmental Examinations at such schools in June.

Applications for centres will not be acknowledged. If the request is granted, the name of the school will appear as an "Additional Centre" on a list which will accompany the June application forms when these are mailed to the schools. Candidates from schools not included in the lists should plan to write at one of the approved centres.

RE: CLOTHING AND TEXTILES 112-113

Summer School—University of Manitoba

A number of students each year enter the School of Home Economics with credits in English, Chemistry and Physics. They cannot enter Second Year without conditions because they lack the required credits in (a) Clothing and Textiles and (b) Art. These credits must be made up in subsequent Summer Schools.

It is suggested that it would be highly desirable for such prospective students who have taken Grade XII, to take the course in Clothing and Textiles *this summer* and thus carry

one less condition into the Second Year of their course in Home Economics.

Art, the remaining condition, will be offered in the Summer School in 1953.

MATHEMATICS 1 (Geometry)

The scope and extent of work in geometry as outlined in Mathematics for Canadians, Book 1, is assumed to be a preparation for the work in Grade XI. However, teachers who feel that the aim as defined by the authors (p. 267, italics) and the method of presentation do not enable them to prepare students adequately for geometry in Grade XI are advised to adjust their method of approach to achieve this end. Teachers should select sufficient exercises to develop an understanding of concepts, processes, theorems and propositions.

NEWS FROM THE FACULTY OF EDUCATION

Dr. D. S. Woods is carrying on full time for the faculty until August, 1952. Besides a class at Winkler, he is taking two classes downtown in Winnipeg in addition to a full quota of work with Diploma Students and with theses work for M.Ed. candidates. With welcome relief from administrative duties he is applying himself with renewed vigor and enthusiasm to his lecture courses.

The annual Faculty Bulletin will be somewhat late in appearance this year but it will include appreciations of D. S. Woods' work as well as an article from him. More than a dozen theses are also reviewed by him. There are also articles by President Gillson; Mr. W. Miller, Minister of Education; Prof. J. Katz, and the new Dean, Neville Scarfe.

Professor Scarfe will give his inaugural lecture as new Dean on Friday, Feb. 1, in the Broadway Building at 8:15 p.m. This topic will be "A Philosophy of Education." An inaugural address is traditionally the occasion when the new professor is officially introduced to the public. His address is normally a confession of faith or an exposition of the philosophy of his chosen subject. From such a speech it is usually possible to deduce the likely future policy of the department he heads up.

The Faculty of Education Students' Council is to act as host to the forthcoming annual meeting of the Western Canada Student Teachers' Conference. Delegates from all Normal Schools and Faculties of Education in the four western provinces will meet at a four-day convention on Jan. 28, 29, 30 and 31. The delegates are to be entertained by the University, the Normal School, the Manitoba Teachers' Society and the Department of Education. It is hoped they will visit schools in the city, too. The main topics of discussion will be the School System in each province, the influence of the University on the school system, efforts to raise the standing of education in each province, and the educational aims of teachers in school. Each delegate will come fully briefed on every topic. A final conference report will be published giving the results of the discussions.

INDUSTRIAL DEVELOPMENT

A magazine of Canadian industrial development may be obtained for the Senior High Schools by writing to the Editor, C.I.L. Oval, Box 10, Montreal.

WHAT *Other Schools* ARE DOING . . .

By C. K. ROGERS, M.A.

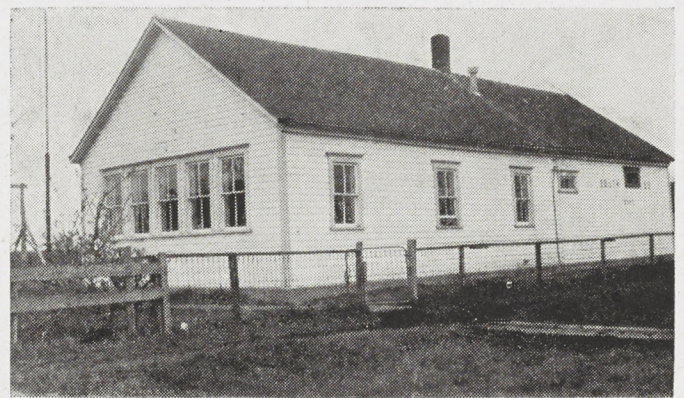
FISHER BAY SPECIAL SCHOOL



. . . Old



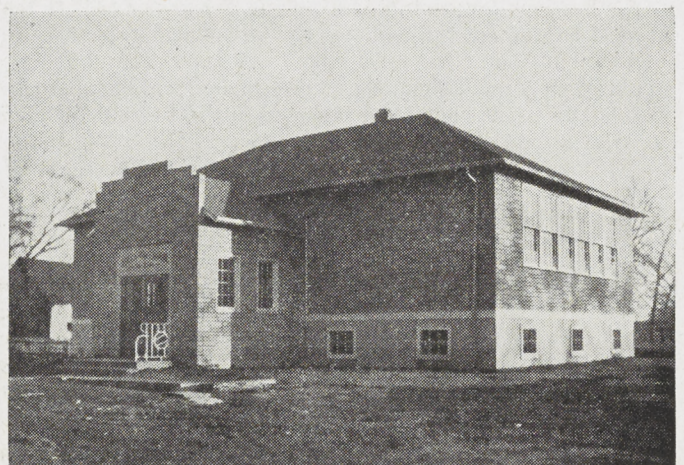
. . . 1877



. . . 1939



. . . New



. . . 1950

The Province and its University

N. V. SCARFE, *Dean of Education*

THE cultural and intellectual headquarters of Manitoba situated on a fine campus in Fort Garry has two important responsibilities to the citizens of the province. It must serve the needs and interests of those citizens and so sustain the standards of civilization to which they have already attained. It must also be forward looking and undertake research on behalf of the province to raise the standards of living and of culture by making more efficient use of our human and natural resources.

For those who minister to the educational needs of the province the Faculty of Education is a source to which all have a right to look for help and guidance. As new Dean of the Faculty I look with pride at the pioneering and farsighted work of my predecessor who by his own efforts has led the University out into the province and boldly interpreted the function of the University as that of a foremost social agency in the service of the teaching community. Standing on D. S. Woods' broad shoulders I can now reach out and do what would never have been possible without his stout-hearted efforts.

Besides being the centre for the initial training of graduates for the teaching profession, whether they wish to enter elementary, junior high or senior high schools, the University is fast becoming the agent for extending the training of teachers to a really high level (B.Paed., B.Ed., M.Ed., Ph.D., in addition to the Teacher's Diploma). The province can look, in the not too distant future, to having the most highly trained and most enlightened body of teachers in Canada. It is in fact the bounden duty of the teachers of the central province of Canada to see to it that the nation is well supplied with highly educated citizens with the power to use wisely the land of Canada to its maximum capacity. It is up to the heartland province to set the standards and the pace in educational prowess.

Fall and Winter Courses in the Province

To play its part in this necessary drive for greater efficiency in our schools the Faculty of Education has launched a great effort to reach the teachers at their job in the various parts of the province. Three years ago in 1949 Dr. D. S. Woods blazed the trail by going out to Dauphin every Saturday during the fall to carry to teachers a high quality university course based on the great wealth of his knowledge and experience. The course was amazingly successful. The teachers had obviously been yearning for just this kind of advanced course. They rallied round most enthusiastically, and now for three consecutive years a large group has met for really scholarly and advanced study of education.

Naturally these courses carry credit for higher degrees of the University and also permit those with no degrees to start on a profitable career toward that goal. Still more important, however, is the great stimulus to improved classroom techniques and procedures which these courses have provided. They have resulted in a speeding up of the learning process which is satisfying both to the teacher and the pupils. Moreover, the improvement in techniques lightens the teacher's load and makes an onerous learning program a joyful task for the young.

As a result of requests from teachers the year 1950 saw a second course at Brandon in addition to that at Dauphin. In 1951 a third course is running at Winkler. One hundred and twelve teachers attended these courses.

In the fall of 1952 it is hoped to carry the banner of Faculty service to teachers in as many rural centres as the staffing and travel facilities will allow. This will be a heavy strain on Faculty resources, but every attempt will be made to meet the requests which have been received from teachers. Among the other areas from which enquiries have come are such places as Carman, Stonewall, Neepawa, Flin Flon, Steinbach. The Faculty aims at providing a four-year course, each year's work being closely related to that of others, the whole to form a balanced and developing type of advanced training. The guiding principle in selecting a co-ordinated series of lecture courses is the needs and requirements of the teachers wishing to attend the courses. It is therefore necessary for teachers to make their wishes known either directly to the Dean or to their local inspector or superintendent in good time.

In connection with each course offered there is a course paper or short research exercise which is usually written during the winter term. The papers are an essential university requirement because the lecture course (four hours every Saturday in the fall) lasts for one term only and is therefore a half course. In order to complete a full course and to maintain proper university standards every student must devote an equivalent amount of time in the winter term to private study and research, and as evidence of this work and as a measure of its quality a course paper must be produced. To aid each student in this private study the Faculty provides a lending library of relevant books and on two Saturdays in the winter the instructor attends at the local centre to guide individuals in their work. This is in addition to help by correspondence. On the marks awarded to the course paper and to the final examination the final grading is based.

Fall and Winter Courses in Winnipeg

For those within easy reach of Winnipeg it is possible to offer off-campus courses in the evenings similar to those given in the province on Saturday. Moreover it is possible to offer several different courses at the same time. Both fall and winter terms can be used in Winnipeg, but travel conditions in winter make the establishment of regular courses away from Winnipeg impossible. The same organization of a series of connected and balanced courses is arranged. Course papers are required alike from those who attend fall or winter courses.

Summer Sessions

It will be unnecessary to enlarge on summer courses for these are well known to everyone. They are similar in standard to the fall and winter courses. All that is necessary here is to state that the Faculty is offering the following in the summer of 1952 (July 9-August 19).

Courses:

- 202. Psychology of Child Development. Prof. H. L. Stein.
- *206. Educational Statistics. Prof. H. L. Stein.

(Continued on page 24)

VALERIA: *How does your little son?*
 VIRGILIA: *I thank your ladyship; well, good, madam.*
 VOLUMNIA: *He had rather see the swords and hear a drum,
 than look upon his schoolmaster.*
 VALERIA: *O' my word, the father's son; I'll swear 'tis a very
 pretty boy indeed la, 't is a noble child.*
 VIRGILIA: *A crack, madam.* CORIOLANUS (*Shakespeare*).

VALERIA is a visitor at the home of Coriolanus who is away at the wars. You probably recognize the type. She gushes. ("You really must come out this afternoon! . . . You can't possibly stay at home all the time just because your husband's overseas! . . ." and so on!) Well, we're not interested in the Valerias of this world just now. We are interested in the Roman matron, Volumnia, who, as she relates, had sent her son to a cruel war, from whence he returned, his brows bound with oak. "I tell thee, daughter, I sprang not more in joy at first hearing he was a man-child than now in first seeing he had proved himself a man." "But had he died in the business, madam; how then?" asks the warrior's wife, Virgilia, in whom we are also interested, particularly so since her sombre reply sounds the key-note of the whole play, and possibly of the whole Roman epic. Note Shakespeare's unerring use of what seems at first to be certainly an unusual, and possibly an inadequate term: "a crack;" examine it a little more closely: "a fault or defect which may not be apparent at first sight but which threatens the disruption of the whole." Swords and drums? or schoolmasters?—the Roman problem may not have been quite so simple as that—but drama calls for strong colors and no dramatist has ever seized upon moral and social conflict with greater perspicuity or depicted it with greater clarity than Shakespeare.

You may find it interesting to glance once more at the resolution of the problems that he saw arising from the impact of personal character upon the body politic of Rome, which gave him the motives of his three great Roman tragedies (I think we may dismiss the *Andronicus* as un-Shakespearean). In the first we see Coriolanus, brave to a fault, so recklessly, splendidly courageous that even

. . . the dull tribunes
*That with the fusty plebeians, hate thine honours,
 Shall say against their hearts,
 "We thank the gods our Rome hath such a soldier."*

We see him too in his choleric arrogance as he hurls defiance at those same "dull tribunes" and "fusty plebeians":

*You common cry of curs! whose breath I hate
 As reek of the rotton fens, whose loves I prize
 As the dead carcasses of unburied men
 That do corrupt my air . . .
 Have the power still
 To banish your defenders . . .*

*Despising,
 For you, the city, thus I turn my back:
 There is a world elsewhere.*

Consider Brutus, "the noblest Roman of them all," absolutely honest in his conviction that the end justifies the means:

*Not that I loved Caesar less, but that I loved Rome more.
 Had you rather Caesar were living and die all slaves, than
 that Caesar were dead to live all free men? As Caesar loved
 me, I weep for him; as he was fortunate, I rejoice at it: as
 he was valiant, I honour him; but as he was ambitious, I
 slew him.*

Gaze too on Antony as the attendant enters bearing news from Rome. He will not listen:

*Grates me; the sum
 Cleopatra mocks him:*

Here and There OF TEACHERS

(being the third of a series of articles, in
 that we had set out to do, into consideration
 the

Nay hear them Antony

*Fulvia perchance is angry; or who knows
 If the scarce-bearded Caesar have not sent
 His powerful mandate to you, "Do this, or this;
 Take in that kingdom, and enfranchise that;
 Perform 't, else we damn thee"?*

You may find in that sequence an epitome of the history of Rome—but note the last scenes of the three.

Of Coriolanus:

*Though in this city he
 Hath widowed and unchilded
 many a one
 Which to this hour bewail
 the injury,
 Yet he shall have a noble
 memory
 Assist.*

*(Exeunt, bearing the body
 of Coriolanus.
 A dead march sounded)*

Of Brutus:

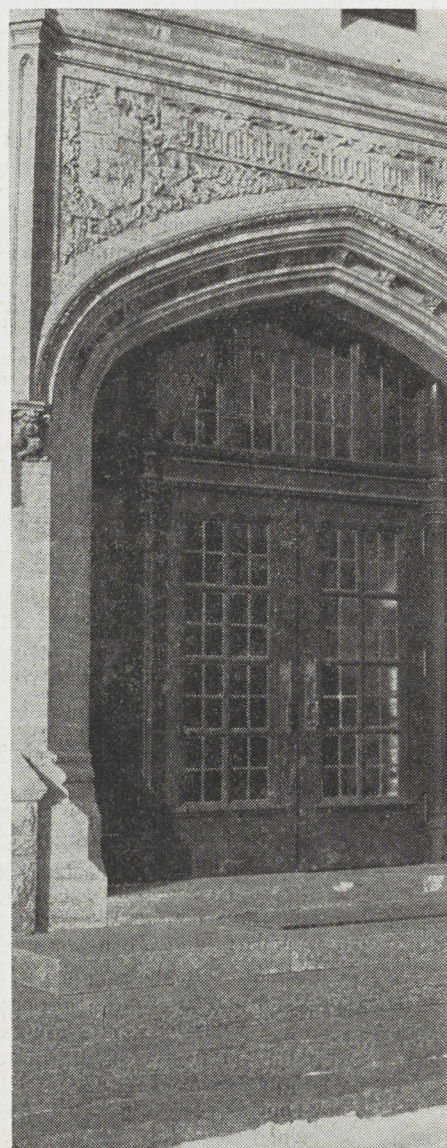
*His life was gentle, and the
 elements
 So mixed in him that Nature
 might stand up
 And say to all the world,
 "This was a man!"*

*. . . According to his
 virtue let us use him
 With all respect and rites of
 burial.
 Within my tent his bones to-
 night shall lie,
 Most like a soldier, order'd
 honourably.*

And of Antony and Egypt:

*Their story is
 No less in pity than his glory
 which
 Brought them to be lament-
 ed. Our army shall
 In solemn show attend this
 funeral,
 And then to Rome.*

It is not our purpose in this present series to seek reasons why we should eulogize or condemn Imperial



One of the gateways to the teaching profes-
 Provincial M

By A. M. PRATT

AND TRAINING

which we have plunged a little more deeply
tion of the purpose of the teacher throughout
e ages.)

Rome—that would take us too far afield even if we wished to suggest approval or reproach. (“For goodness’ sake,” said one teacher very, very tired of the ‘I don’t like this’ or ‘I do like that’ type of composition, “Write for a change about what you are neither for nor against.” “But is there such a thing?” asked one serious student.) We cannot ignore the Roman

story—it is one of the great facts of history. “The Decline and Fall of the Roman Empire is the greatest, perhaps, and the most awful scene in the history of mankind,” wrote Gibbon, and pointed out that before his starting point in the early period of the Christian era for over a thousand years (roughly one third of our recorded time) the Romans had played a stellar role in the drama of mankind. “Since Romulus with a small band of shepherds and outlaws fortified himself on the hills near the Tiber, ten centuries had already elapsed. During the first four ages the Romans, in the laborious school of poverty, had acquired the virtues of war and government. By the vigorous exertion of these virtues, and by the assistance of fortune, they had obtained in the course of three succeeding centuries, an absolute empire over many countries of Europe, Asia and Africa. The last three hundred years had been consumed in apparent prosperity and internal decline.” But Arnold Toynbee in his *A Study of History*, examining the story from an altitude which gives him a wider horizon, sees in Rome but one phase of a great civilization, the Hellenic Civilization, whose deterioration and subsequent disintegration had begun long before Roman emperors and their courts



ession in Manitoba—The main entrance to the
Normal School.

—Photo by Dept. of Industry and Commerce

drank in the bloody gladiatorial butcherings in the Roman arenas. “It never occurred to Gibbon that the Age of the Antonines was not the summer but the ‘Indian summer’ of Hellenic history. The degree of his hallucination is betrayed by the very title of his great work. The Decline and Fall of the Roman Empire! The author of a history that bears that name and that starts in the second century of the Christian era is surely beginning his narrative at a point that is very near the end of the actual story. For the ‘intelligible field of historical study’ with which Gibbon is concerned, is not the Roman Empire but the Hellenic Civilization of whose far-advanced disintegration the Roman Empire itself was a monumental symptom.”

But with all due respect to Toynbee, whose massive view of the geneses, growths, breakdowns and disintegrations of civilizations is intellectually very exalting even if emotionally a little alarming, I think that we must insist that from our particular point of view, that is the role of the teacher in society, there is a distinguishable difference between our functions in Greece and in Rome; and that as the function of the school almost inevitably follows the prevailing social character and moral outlook, we are justified in seeking the origins of that difference. We might not wish to go as far as an American writer of the early part of last century, Sarah Margaret Fuller, Marchioness d’Ossoli (had she lived a hundred years later, what a Fascist she would have made!)—

“There is somewhat indefinite, somewhat unfulfilled in the thought of Greece, of Spain, of modern Italy; but ROME! it stands by itself, a clear Word. The power of Will, the dignity of a fixed Purpose, is what it utters. Every Roman was an Emperor . . . Every Thought put on, before it dared to issue to the day in Action, its *toga virilis*. Suckled by this wolf, man gains a different complexion from that which is fed by the Greek honey. He takes a noble bronze in camps and battlefields; the wrinkles of councils well beseem his brow, and the eye cuts like a sword. The Eagle should never have been used as a symbol by any other nation; it belonged to Rome.” But let us leave the enraptured Marchioness still declaiming “The Will, the Resolve of Man!—it has been expressed, fully expressed!” as the curtain falls.

To arrive at a less impassioned but possible more realistic appraisal of the social climate that conditioned the Roman school we should endeavor to trace the current of events that occurred in our world after Athens had lost its political independence about the middle of the fourth century B.C. Most writers of histories of education treat the eight centuries that followed as the “Hellenistic Era” and survey the spread of Greek culture in the wake of the conquering Macedonian phalanx until it, in turn, fled before the invincible Roman legion. We thus have two periods in this Hellenistic Era—the Alexandrian Age, which lasted for roughly three centuries, and the Roman Age, which endured until the Gotterdammerung, the “Twilight-of-the-Gods,” marked by the closing of the last of the pagan schools in the middle of the sixth century of the Christian Era.

Alexander the Great loved largeness. Not content with founding one Alexandria, he founded seventy cities of that name (Do you remember Mr. Chips’ farewell speech in which he deprecated the Captain of the School’s exaggeration of his services “—But then—umph—he comes of an—umph—exaggerating family. I remember—um—once—having to thrash his father—for it” (laughter). “I gave him one mark—umph—for a Latin translation and he—umph—exaggerated the one into a seven! Umph—Umph.”) Of the seventy Alexandrias, one has survived and has become the great city which stands at the mouth of the Nile. Hither came Greeks, Hindoos, Persians, Jews, Syrians and mingled their cultural heritages with

that of the native Egyptians. They were royally encouraged to develop, formulate and systematize their sciences. Alexander himself, and later Ptolemy, did all that lay in their kindly power to make of Alexandria a great clearing-house for Asiatic, Egyptian and Grecian culture. "O Athenians!" cried Alexander on his perilous adventure in India, "will you believe what dangers I undergo to merit your praise?"

But in spite of this royal support, in spite of its lavish provision of literary resources (when Caesar visited Alexandria in 47 B.C. he found more than 700,000 rolls in Ptolemy's library, all classified and catalogued) in spite too of the stimulation of the intermingling of racial cultures, something was lacking. Charles Kingsley in his *Alexandria and her Schools* may be over-severe: "In physics they did little. In art, nothing. In metaphysics less than nothing."

"When the old Greeks lost the power of being free, of being anything but slaves of oriental despots . . . they lost also the power of producing true works of art because they had lost that youthful vigour of mind from which both art and freedom spring. As far as we can see, the Alexandrian pedants were thorough pedants; very polished and learned gentlemen no doubt—but after all men who thought they could make up for not writing great work themselves by showing with careful analysis and commendation how men used to write them of old; or rather how they fancied they used to write them, for consider, if they had really known how the thing was done they must needs have been able to do it themselves."

Yet if it be true that this period can show no new poetic spirit, no new creative genius, or no new philosophy and no new interpretation of the interplay of man and his environment, it is nevertheless equally true that Alexandria did perform certain services that have meant much to the royal progress of the teacher through the ages. It was here that scholarly research began—its chief requisites were for the first time available in abundance: liberty of thought, funds, facilities, and, above all, enquiring minds. It was here that the sciences as they were then known were systematized and the basis laid for future syntheses of organized knowledge. If you want an example ready at hand open any edition of Euclid ("There's no royal road to geometry" pointed out the Greek to King Ptolemy who wished to skip some of the earlier exercises). During two thousand years scholars have failed to equal, much less to surpass, the austere sequence of his exercises in deductive reasoning.

Euclid alone

*Has looked on beauty bare. Fortunate they
Who, though once only and then but far away,
Have heard her massive sandal set on stone.*

sang Edna St. Vincent Millay, and a very modern philosopher, Bertrand Russell, has called attention to the supreme beauty of the pure mathematics to which Euclid contributed so greatly—"Mathematics possesses not only truth, but supreme beauty—a beauty cold and austere, like that of sculpture, without appeal to any part of our weaker nature, yet sublimely pure, and capable of a stern perfection such as only the greatest art can show." An age that could produce Euclid and Archimedes and such pure art as is seen in the "Winged Victory of Samothrace," the "Apollo Belvedere" and the "Venus de Milo" cannot be dismissed as lightly as Kingsley would suggest.

But on to Rome in the second period of the Hellenistic Era.

There are few races in recorded history who have put their own stamp upon so many forms of social and political organization as the Romans. For strong, aggressive action in the disciplining of peoples, the control of natural energies, and the adaptation of means to ends, their record is unparalleled

in the Ancient World. Possibly their greatest achievement in political science, and certainly the main factor in the long continuance of their dominion, was shown in their genius for institutional organization, the devising of a superbly effective governmental and military machine, with delegation of authority and separation of powers, and the creation of a reliable and efficient civil service. Add to this the fashioning of an enduring system of civil law and its scrupulous observance, and you may begin to understand why the name of Rome is writ so large in our annals. But we as teachers find particular interest in matters that pertain more directly to our own work: the Latin language itself with its enormous contribution to our own tongue; Latin literature which occupies today one of the major fields of what we group as the "Humanities;" and the organization of the Roman schools, particularly those which came under the direction of the "grammaticus" and the "rhetor"—our grammar schools and institutions of higher learning.

Let us glance for a moment first at some of their writers, for the teacher enters his classroom through the library.

We have become so accustomed to thinking of all the writers of antiquity as more or less contemporaneous that it always comes as a little shock to discover that by an Ancient, someone a little more ancient was looked on as an Ancient. "Ennius let us reverence," says Quintilian, "as we should groves of holy antiquity, whose grand and venerable trees have more sanctity than beauty." Quintus Ennius, "a learned, loyal, pleasant man, contented and cheerful, choice in his language and of few words, with much buried lore; with knowledge of men, and much skill in divine and human law, who knew well when to speak and when to keep silent" (I like that!) was of Greek parentage but served in the Roman army, was admitted to Roman citizenship, and is generally regarded as the founder of Latin literature. You may like his Epitaph written by himself:

See, O citizens

The image of old Ennius

He made luminous

Th' achievements of our ancestors.

Let none honour me

With tears nor weeping funeral

Make. Why? 'Tis my will

To live on tongues of men.

Ennius today is relegated to his antique groves but is there a boy who, as we quaintly put it, has "taken Latin," who has not found some delight in the majestic:

Arma virumque cano, Troiae qui primus ab oris

Italiam, fato profugus, Laviniae venit litora.

the opening lines of Virgil's *Aeneid*? As to Virgil's place in the esteem of his countrymen let Quintilian speak once more: "I will here repeat the very words which when I was a young man I heard from Domitius Afer, who, when I asked him what poet he thought came nearest to Homer replied, 'Virgil is second to him, but nearer the first than the third.'" Virgil was a Roman, trained in Roman schools, but influenced as they all were by Greek philosophy and poesy. One of the greatest tributes ever paid by one poet to another was Tennyson's *To Virgil*

Roman Virgil, thou that singest

Ilion's lofty temples robed in fire

Ilion falling, Rome arising,

Wars, and filial faith, and Dido's pyre;

Thou that singest wheat and woodland,

tilth and vineyard, hive and horse and herd;

All the charm of all the Muses

often flowering in a lonely word;

*I salute thee, Mantovano,
I that loved thee since my day began,
Wielder of the stateliest measure
ever moulded by the lips of man.*

There is one other Roman poet whom William Watson refers to as " Mightiest-brained Lucretius " (Watson himself was the author of what I regard as the loveliest simile ever penned—

Youth, irrepressibly fair, wakes like a wondering rose
—could you imagine a school with that inscription emblazoned over its portals!) I think we should look at one verse of Lucretius just to see what thoughts did occupy the minds of these Romans who had drunk in the Epicurean or Stoic philosophies of Athens. It is called "The Whirl of Atoms":

*For blindly, blindly, and without design,
Did these first atoms their first meeting try;
No ordering Thought was there, no Will divine
To guide them; but through infinite time gone by,
Tossed and tormented they essayed to join,
And clashed through the void space tempestuously,
Until at last that certain whirl began,
Which slowly formed the Earth and Heaven and Man.*

But we must get on to our schoolmasters (not "pedagogues"—a "pedagogue" never was a teacher until some German pedant misinterpreted the Greek term with his "Padagogik" (which was something you had to study to get your "Unter-richtserlaubnisschein" which you had to have before you could teach) and some of our friends seized with avidity on what they called "Pedagogy"). In early Rome the family influence was very strong and both the father and mother took part in the education of the household. For the Roman matron was very solicitous of her dignity and her importance. *Ubi tu Gaius, ego Gaia*, which we might translate, very freely it is true, as "Where are you Victor, I am Victoria," was part of the wedding ceremony. And the Roman matron, whose highest praise it was to take care of her household affairs and attend to her children, was not always like Coriolanus' Volumnia—another, Cornelia, the mother of the gentle-hearted Tiberius Gracchus and his more violently inclined brother Gaius, played her part too by fostering the zeal for social justice and passionate devotion to a course other than military conquest. Cato the Censor with his ideal, *Vir fortis et strenuus* ("a man strong and energetic") may express the prevalent view of the educational ideal for the sons of that age. "He did not choose that his son should be reprimanded by a slave or pulled by the ears if he happened to be slow in learning. He was therefore himself his preceptor in grammar, in law and in necessary exercises." Thus Plutarch, to whose *Parallel Lives* Shakespeare owed so much of his information as to the characters of his heroes. The main virtues to be inculcated, both by precept and example, were filial piety, manliness, fortitude, prudence and earnestness—"justice" was the balance between rights and duties.

But the Roman with his genius for organization was not likely to leave such an important matter as education to the inconstancies of parental control. You may be interested (teachers usually are) in the matter of the professional status of the teacher in Rome, and also (as teachers sometimes are) in the matter of their pay. You may read in any history of education that when Spurius Carvilius opened the first Roman elementary school in 260 B.C. the pay varied greatly, but it was usually small and hard to collect. Gripho took what his pupils offered, and of Valerius Cato, another famous teacher, it was written that he "could solve all questions but solvent could not be." Juvenal was highly indignant at the penury of teachers and of literary folk; but some, particularly

the more famous "rhetors" were richly rewarded. The emperor Vespasian set a salary of one hundred thousand sesterces (about \$5,000) for Greek and Latin rhetoricians and relieved them of certain public duties. Later, under Constantine, public teachers and physicians (including their wives and sons) were immune from all taxes and from performance of other civil duties; no strangers could be quartered on them, no legal process could be served upon them, and any one who molested them was to be punished. And forty years later Gratian decreed that all salaries were to be paid by the municipalities—let's leave the matter there!

For we are primarily interested (in this series of articles at least) in the purpose behind the work of the teacher. If you would like a closer and much more vivid view of what the great teachers of ancient Rome thought of their own art, I would suggest that you read Cicero's *De Oratore* or Quintilian's *Institutes of Oratory*, both of which are available in excellent translations in the Bohn's Classical Libraries series. Don't be afraid of the titles, for these books were written by men very much like ourselves and doing, after all, much the same job. For a clear and forceful statement of some of the fundamental principles of good teaching I strongly recommend Book II of Quintilian's *Institutes*. I should like to quote extensively from "the pride of the Roman toga, the greatest guide of questing youth," but I am concerned about my space—for looming on the horizon are greater issues than classroom precepts.

Amongst Quintilian's pupils was the younger Pliny. In the year 103 A.D., Pliny was sent as Proprætor to Pontus where he found that a new sect calling themselves "Christians" were persistently refusing to sacrifice to the Roman gods and to burn incense before the statue of the Emperor. He wrote to Trajan for advice on the matter:

"It is my invariable rule to refer to you in all matters about which I feel doubtful . . . I have never been present at any trials of Christians, so that I do not know what is the nature of the charges against them, or what is the usual punishment; whether any difference or distinction is made between the young and persons of mature years; whether repentance of their fault entitles them to pardon; whether the very profession of Christianity, unaccompanied by any criminal act or whether only the crime itself involved in the profession is a matter of punishment. On all these points I am in great doubt."

He went on to describe his method of repeating his questions twice—"if they persisted I ordered them at once to be punished. I could not doubt that whatever might be the nature of their opinions, such inflexible obstinacy deserved punishment." After describing a lengthy anonymous information that had been laid before him he went on. "The contagion of the superstition is not confined to the cities; it has spread into the villages and the country. Still, I think it may be checked."

The Emperor's reply has also been preserved:

"You have adopted the right course in investigating the charges made against the Christians who were brought before you. It is not possible to lay down any general rule for all such cases. Do not go out of your way to look for them. If they are brought before you, and the offence is proved, you must punish them; but with this restriction, that when a person denies that he is a Christian, and shall make it evident that he is not, by invoking the gods, he is to be pardoned, notwithstanding any former suspicion against him. Anonymous informations ought not to be received in any sort of prosecution. It is introducing a very dangerous precedent, and is quite foreign to the spirit of our age."

"Still," wrote Pliny hopefully, "I think it may be checked."

It is interesting to speculate on the course of history had his pious hope been fulfilled.

"To anyone ignorant of Christianity, Western civilization is a tapestry from which half the pattern has been cut out . . . Its 'book' (the Bible) is the finest monument of the English language and the greatest book in the world . . . It is not too much to say that the spiritual future of this country depends on the right solution of the so-called problem of religious teaching"—thus Livingstone in his *Education for a World Adrift*; and his American contemporary, Walter Lippman, in an address given before the American Association for the Advancement of Science, insisted strongly: "The more men have become separated from the spiritual heritage which binds them together, the more education has become egoist, careerist, specialist and asocial."

I have quoted from two of our leading modern teachers to indicate to you how keenly alive men are today to what the advent of Christ has meant and must mean to the purpose of our work. But this is not the place to enter upon a discussion of Livingstone's "so-called problem." I think it would be permissible to quote the comments of two modern historians on their conception of the Christ in history.

"He was too great for his disciples. In view of what he plainly said is it any wonder that all who were rich and prosperous felt a horror of strange things, a swimming of their world at his teaching? In this kingdom of his there was to be no property, no privilege, no pride and no precedence; no motive indeed and no rewards but love. Is it any wonder that men were dazzled and blinded and cried out against him? Is it any wonder that the priests realized that between this man and themselves there was no choice but that he or priestcraft should perish? Is it any wonder that Roman soldiers, concerned and amazed by something soaring over their comprehension and threatening all their discipline, should take refuge in wild laughter and crown him with thorns, and robe him in purple and make a mock Caesar of him? For to take him seriously was to enter upon a strange and alarming life, to abandon habits, to control instincts and impulses and to essay an incredible happiness."

That was from H. G. Wells. Now let us see what Arnold Toynbee has to say in his *A Study of History*: (he is discussing the "saviours" of civilizations)—

"And this is in truth the final result of our survey of saviours. When we set out on this quest we found ourselves moving in the midst of a mighty host, but, as we pressed forward, the marchers, company by company, have fallen out of the race. The first to fail were the swordsmen, the next the archaists and futurists, the next the philosophers, until only gods were left in the running. At the final ordeal of death, few, even of these would-be saviour gods have dared to put their title to the test by plunging into the icy river. And now, as we stand and gaze with our eyes fixed upon the farther shore, a single figure rises from the flood and straightway fills the whole horizon. There is the Saviour."

Christianity introduced into the world a new spiritual consciousness, a new consciousness of God as an ethical being, a new conception of human personality and of a human society based on personal love. Christ appealed directly to the heart, the conscience and the will of his hearers: he spoke with authority and not as the scribes. The story is told as his hearers remembered his talks, his sayings and his parables. In what has been described as "the most beautiful book in the world" Luke wrote:

It seemed good to me also, having had perfect understanding of all things from the very first, to write unto thee in order, most excellent Theophilus,

That thou mightest know the certainty of those things, wherein thou hast been instructed.

What was the impact of this teaching upon the cultured Greeks, the scholarly Alexandrians and upon the pragmatists Romans? Robert Browning has given a hint of this in the letter which Cleon the poet wrote to the Tyrant, Protos, who was troubled at the thought of death, and who wished to consult "one called Paulus"—

*I know not, nor am troubled much to know.
Thou canst not think a mere barbarian Jew,
As Paulus proves to be, one circumcised,
Hath access to a secret shut from us?
Thou wrongest our philosophy, O King,
In stooping to enquire of such a one,
As if his answer could impose at all.
He writeth, doth he? Well, and he may write.
Oh, the Jew findeth scholars! certain slaves
Who touched on this same isle, preached him and
Christ;
And (as I gathered from a bystander)
Their doctrines could be held by no sane man.*

Now "one called Paulus" was Saul of Tarsus, the Apostle Paul. Is there a teacher who has not felt a glow of pride in Paul, the greatest, the most courageous and the most powerful Teacher-with-a-Mission of all time? Paul on Mars' Hill in the very heart of Greek culture:

Ye men of Athens, I perceive that in all things ye are too superstitious.

For as I passed by, and beheld your devotions, I found an altar with this inscription, TO THE UNKNOWN GOD. Whom therefore ye ignorantly worship, him I declare unto you.

The Athenians listened carefully; they were used to listening—

And when they heard of the resurrection of the dead, some mocked: and others said, we will hear thee again of this matter.

But not only the philosophers were disturbed and alarmed by the implications of his teaching:

And the same time there arose no small stir about that way.

For a certain man named Demetrius, a silversmith, which made silver shrines for Diana, brought no small gain unto the craftsmen;

Whom he called together with workmen of like occupation and said, Sirs, ye know that by this craft we have our wealth.

Moreover ye see and hear, that not alone at Ephesus, but almost throughout all Asia, this Paul hath persuaded and turned away much people, saying that there be no gods, which are made with hands.

So that not only this our craft is in danger to be set at nought; but also that the temple of the great goddess Diana should be despised, and her magnificence should be destroyed, whom all Asia and the world worshippeth.

And when they heard these sayings they were full of wrath, and cried out saying Great is Diana of the Ephesians.

But even more alarmed were the Asiatic Jews:

Men of Israel, help. This is the man that teacheth all men everywhere against the people, and the law and this place; and further brought Greeks also into the temple and hath polluted this holy place.

Paul was arrested. He appealed to Caesar. As a Roman citizen he had that right. His defence before the Roman governor Festus strongly moved King Agrippa—

This man might have been set at liberty if he had not appealed unto Caesar.

It is through an amazing series of letters that Paul wrote
(Continued on page 17)

Classroom Attitude Counts



A sympathetic understanding of the frailties of human nature gives a teacher the golden key to successful relationships with her pupils—the bright, precocious ones, and the slower plodding types.

Mutual respect between teacher and pupil will do more to iron out behavior problems and encourage greater accomplishment than any methods of threatening, scolding, coaxing, or ridiculing.

Modern educators realize this and emphasize the importance of "classroom attitude" and attention to mental hygiene of both pupils and teacher.

It has long been realized that personality disturbances can be detected at an early age . . . as early as the kindergarten and primary school grades. Studies of child behavior have pointed out that many children bring emotional conflicts to school along with their first, shiny, new pencil box. This, of course, presents a major problem to the teacher who has no knowledge of the source of these disturbances—a major problem which must be solved if the child is to develop normally and accept school life.

Most teachers, being human beings, are apt to judge these behavior strays according to a pat formula of moral standards or particular prejudices. So frequently, a little extra study of development of personality and the origin of emotional difficulties would help a teacher help children make the needed social adjustments for mental health and happiness.

Mental health, in its broadest sense, has come to mean the measure of a person's ability to shape his environment, to adjust to life as he has to face it and to do so with a reasonable amount of satisfaction, success, efficiency and contentment.

The child with a normal emotional development, should begin to show a more or less "controlled" personality during the first years of school, and adjust easily, smoothly into the new and complex social environment of the classroom and the playground.

In order to recognize which children need assistance in this adjustment and which children have a normally developing personality, the teacher must look for certain indications of psychological well-being.

Here is a list of factors which frame the normally healthy child or his adolescent big brother:

He adapts to new conditions of climate or modes of living without undue physical or emotional disturbances.

He concentrates on what he is doing; he is primarily concerned with living fully in the present.

He meets difficulty, failure and criticism constructively rather than by rationalizing, withdrawing or resorting to other plans of escape.

He enjoys the company of others and has wholesome friendships with members of both sexes.

He has many interests in which he finds self-expression.

He gains in understanding of the world about him. He makes progress toward the goals he has selected for himself.

He accepts necessary and desirable routines as a matter of course.

He has enough background of knowledge and of foresight in values to make wise decisions and choices.

He has the desire and ability to protect others from infection, domination and harm.

He is self-reliant, but not overconfident and expects reasonable success.

Once the teacher is well-versed in spotting emotional maladjustments, the question of dealing with the problem arises . . . and this question must be answered if her class is to function as a progressive, integrated unit bent on education.

Many social behavior problems are direct results of a child's feeling of insecurity. Often deep-rooted emotional upsets will cause a child to seem dull-witted, stubborn, unco-operative. To censure this child for failure is to make the problem worse instead of better, and one of the most potent forces for creating a feeling of inferiority and insecurity is ridicule. In the same vein, discipline which humiliates the child and decreases his self-respect or personal integrity does more harm than good.

Independent, aggressive, experimental behavior is natural to a child. It is much wiser for the teacher to direct this behavior into productive channels than to suppress or discourage the child. On one hand, suppressing the "show-off" is likely to accentuate the behavior, and on the other, the child whose interests are squelched because he is "different" than other children, tends to drop into mediocrity.

The school and the teacher should make every effort to understand the child's limitations and help him to compensate wisely and fully to face them. The boy who cannot grasp English composition should be encouraged if he shows an aptitude for mathematics . . . and not censured for apparent "dullness" in the English class.

Social and emotional maturity develop gradually and many adults have developed physically without the accompanying emotional growth.

Part of the heavy load of responsibility carried by our teachers today is the knowledge that as guiding lights of youth for physical, mental, intellectual development, they must have a good understanding of human beings as they think, as they feel, as they behave.

OF TEACHERS AND TRAINING

(Continued from page 16)

to the various churches which had been established by his missions that we learn his philosophical justification of his beliefs. Is there a more famous passage in all literature than the thirteenth chapter of the first epistle to the Corinthians?

Though I speak with the tongues of men and of angels, and have not charity . . . or is there a more touching account of endurance in a cause than his simple narration of what he had suffered as given in the eleventh chapter of the second epistle?

But the teachings of Paul are the household words of the Church today; his letters are among the greatest of our literary treasures. Perhaps the most poignant passage in all writing is that last letter of his, written as he was awaiting at Rome his inevitable end, to Timothy:

The cloke that I left at Troas with Carpus, when thou comest, bring with thee, and the books, but especially the parchments . . .

For I am now ready to be offered, and the time of my departure is at hand.

I have fought a good fight, I have finished my course. I have kept the faith.

LEVEL 1

June RESULTS, 1951

THIS year Level I pupils in the province were ranked for promotion purposes on the basis of combined marks in the five core subjects on the course of studies. These combined marks were arrived at when the results of school examinations and the results of Inspectors' tests were averaged. Inspectors' tests were administered to all the Level I pupils in the province who were not recommended for standing.

Achievement of the Level I pupils, therefore, may be appraised on the basis of either the school marks or the marks of Inspectors' tests in order to determine which set of marks represents better standards; for it is reasonable to assume that any test or a battery of tests administered to the pupils at any given level should produce satisfactory standards. Satisfactory standards are those which are reasonable and efficient. Standards are reasonable when they can be attained by pupils under the prevailing school conditions; and standards are efficient when they represent a degree of ability which will equip the pupil to meet the needs of the next grade.

The Inspectors' tests were prepared by committees of teachers and school inspectors. Teachers working on these committees were actually teaching the subject tested and, therefore, there was adequate insurance that the questions which appeared on the examination papers were testing material that could actually be taught in the classroom, consequently, the standards attained by these measures should be considered as reasonable standards. School marks on the other hand represent reasonable standards for a particular school where the pupils were examined. The next point to determine is whether the standards of school examinations and the standards derived from the Inspectors' tests are efficient and also which set of examinations shows a greater degree of efficiency. Strictly speaking it is not possible to determine the efficiency of the examinations until it is possible to see whether the pupils are able to cope with the work in the next grade, and also until their achievement in terms of examinations results and the end of Level II is known.

Level I Inspectors' tests were administered by the teachers and also marked by the teachers in respective schools where the pupils wrote the examinations. An analysis of the Inspectors' tests results was made during the month of July by the Department of Education. Combined averages appearing on the score sheets were multiplied by two and the Inspectors' test score was subtracted from these figures giving "stripped" scores or school average scores. The "stripped" scores were also analyzed in order to determine what relationship exists between the two sets of scores in each of the five core subjects. The norms obtained for each subject for the Inspectors' tests and the "stripped" scores are reported in Table 1.

The percentiles, means and standard deviations given in Table 1 are reported to the nearest whole number. This table offers an opportunity for the classroom teacher to compare the marks for his Level I pupils with the norms in the province, and also to convert the Inspectors' test scores into per-

TABLE 1
Percentiles, Means and Standard Deviations for the Level I
Inspectors' Tests and Stripped Scores

Per- centiles	Litera- ture	Composi- tion	Social Studies	Mathe- matics	Science
	Insp. Strip.	Insp. Strip.	Insp. Strip.	Insp. Strip.	Insp. Strip.
99	90 94	87 93	86 94	95 95	89 96
90	78 84	77 81	75 83	85 84	79 86
80	72 79	73 76	70 77	77 77	72 81
Q1 75	69 76	71 74	68 75	74 73	69 79
70	68 74	69 72	66 73	71 71	67 77
60	64 71	66 69	62 68	66 65	63 73
Mdn. 50	61 67	63 66	59 64	60 60	59 69
40	57 63	60 63	55 61	54 56	56 65
30	53 60	56 59	52 58	49 51	52 61
Q3 25	51 57	55 57	51 56	44 47	51 59
20	50 54	53 56	48 54	40 44	48 56
10	42 49	49 51	41 47	29 36	40 51
1	22 30	36 35	23 31	10 17	23 35
Mean	60 66	63 66	56 65	58 60	59 68
S.D.	14 14	11 12	13 14	22 19	12 14

centile ranks. This should give the teachers an opportunity to give their pupils now enrolled at the Level II some valuable educational guidance by showing the pupil where his achievement ranked with respect to the other pupils in the province.

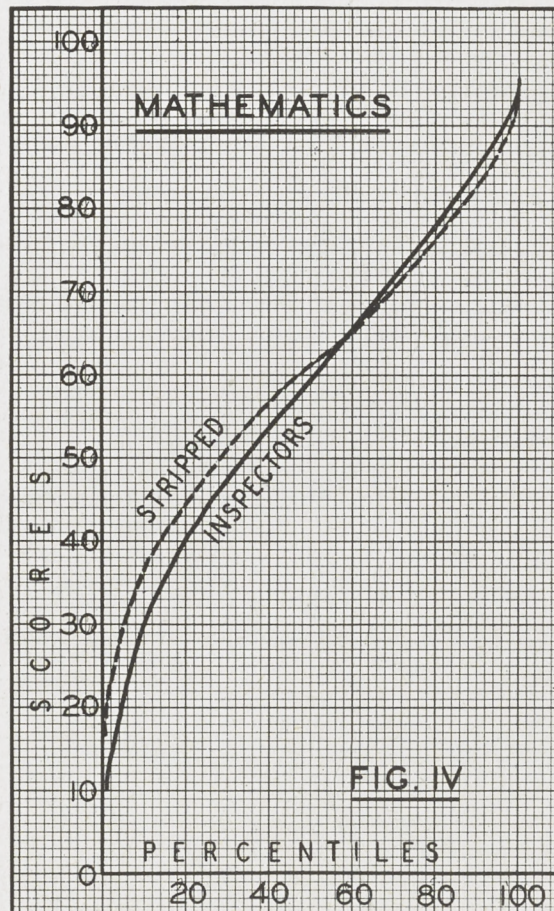
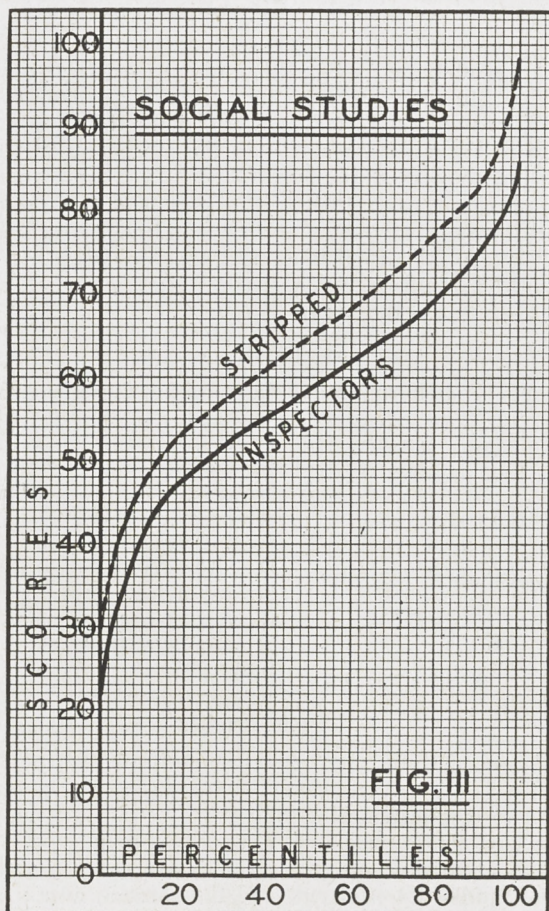
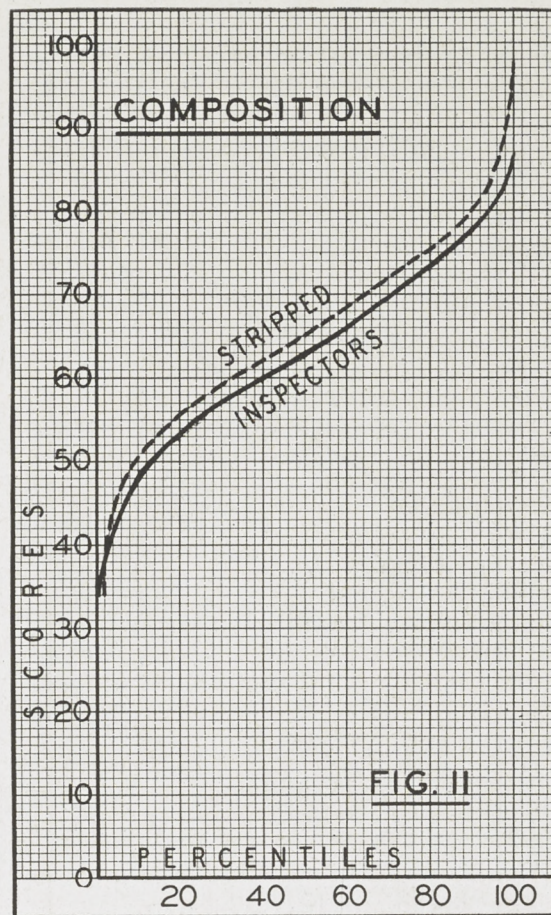
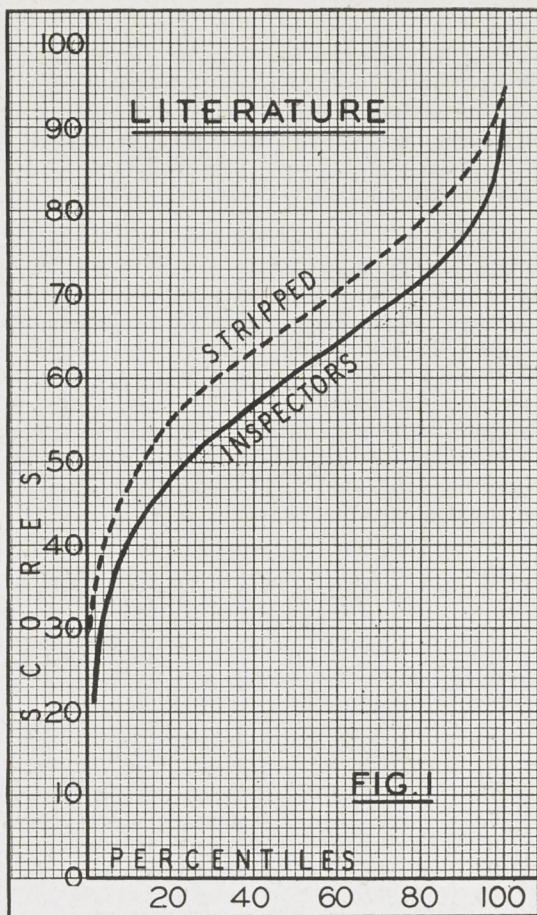
A careful study of the means will indicate the spread that was found to exist between the school averages ("stripped" scores) and the averages obtained from the Inspectors' tests. In each subject the school averages are higher: in Literature by six marks, in composition by three marks, in social studies by nine marks, in mathematics by two, and in science by nine. There is a fairly large scatter from the mean in each subject both in terms of school marks and Inspectors' tests, the greatest scatter appears to be in mathematics. This seems to indicate that there is a very wide spread in achievement in this subject among the Level I pupils.

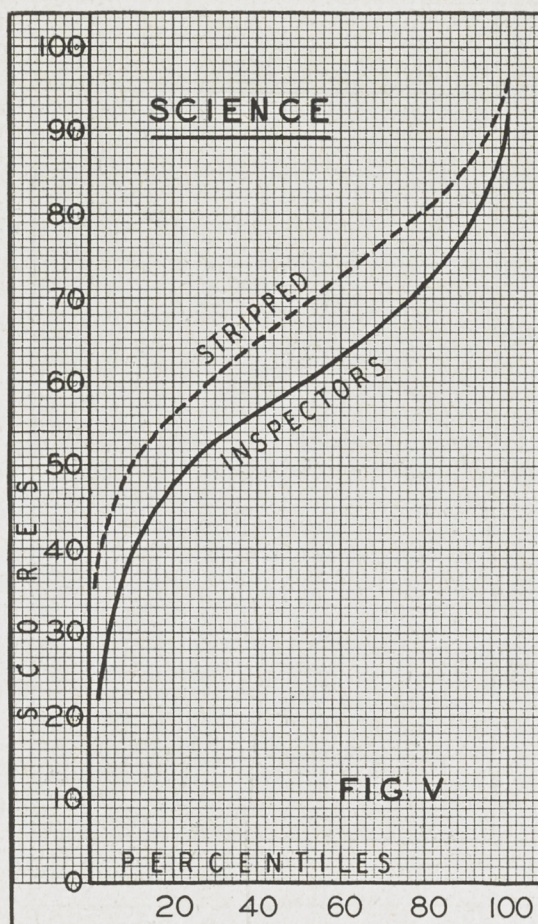
Further comparison of the data in Table 1 was made by means of percentile curves and the information appears in Figures 1 to 5.

The information which appears in the five figures was summarized to determine what percentage of scores would fall below the 50 per cent pass mark if the pupils were ranked either exclusively by school marks or by Inspectors' test marks.

TABLE 2
Showing Percentage of Scores Below the 50 Per Cent Mark

Subject	Inspectors' Test	School Marks
Literature	20	10
Composition	11	8
Social Studies	25	15
Mathematics	36	28
Science	24	9





The failure rate, therefore, is lowest in composition and highest in mathematics: a definite contrast between the subjective type of a subject and the objective type of a subject. Since the teachers marked all the examinations, it is reasonable to suggest that the teachers marking a subjective type of a subject such as composition could definitely adopt a more conservative standard of marking. Table 2 indicates that the failure rate at the end of Level II would parallel more closely the failure indicated by the Inspectors' tests than that of the school marks, and, consequently, the Inspectors' test measure more accurately the ability of the pupil to cope with the work at the next grade level. In this respect the results of Inspectors' tests represent more efficient standards than the school marks. If such is the case, they should be retained.

When an analysis was made of the two sets of marks, it became evident that wide differences existed. Table 3 shows these wide differences and indicates that in some schools the 100 per cent scale is abused.

TABLE 3
Excessive Differences Between Inspectors' and School Marks for the Same Pupil

School Mark	Mark on Inspectors' Test	Difference
103	71	32
112	64	48
70	37	33
85	47	38
74	16	58

In order to determine what areas of the subject-matter tested by the Inspectors' tests received lower responses, sample papers were drawn from the examinations papers in each Inspectoral Division to constitute a representative sample. These papers were analyzed and a percentage response to each question was calculated.

Literature

THERE is a great variability in response to the different questions on the examination paper. The sample mean was 57. This sample seems to be fairly representative as the mean for over 900 literature scores was 59.95. Question responses range from 81 per cent to 34 per cent. Questions dealing with Poetry and Drama received better treatment, and Memorization seems to have received more attention this year. Questions that received per cent response below the mean are listed in Table 4. Weakness in the teaching of short stories is again evident this year.

TABLE 4
Level I Literature Questions Receiving Response Below the Sample Mean

Question No.	Per Cent Response	Content
5	45.5	Vocabulary
6	45.5	Authors
7b	38.7	Elements of short story
7c	34	Dominant elements of short story
8	53.5	Write a short story
9d	49.5	Character sketch
10b	56.5	Discuss books
11	43	

Composition

The sample mean for Composition was 57. Analysis of responses to each question range from 19 per cent to 95 per cent. The pupils seem to be able to handle the questions when asked to list specific material in the mechanics of Composition, but show great inadequacy when asked to express their own opinion. If the goals of the learner in Composition are the expression of his own thoughts and emotions, then these objectives of the curriculum are none too well met in our schools. Table 5 gives a list of questions that received responses below the sample mean.

TABLE 5
Below Mean Responses to Composition Questions, Level I

Question No.	Per Cent Response	Content
5	47	Sentence correction
7a	19	Point of view
7b	38	Details—order
7d	49	Figures of speech
7f	22	Comment on sentence structure
8 ₁	43	Sentence sequence
8 ₂	43	Unity

Social Studies

The social studies paper was made up of two parts. Forty questions with a total value of 20 marks, a map question and part two of question one dealt with factual knowledge. The other part of the examination paper was essay type. The map question received a response of 76 per cent, vocabulary of Social Studies 64 per cent, and the short answer part mean

was 10.36, or an average of 51.80. The short answer part seemed to indicate achievement fairly accurately.

Questions receiving below mean responses are listed in Table 6.

TABLE 6
Social Studies—Level I

Question No.	Per Cent Response	Content
II	53	Multiple choice
IVa	53.5	Rainfall in B.C.
IVb	54.5	Formation of lakes
XIII	46	Fundamentals of national strength

Algebra and Geometry

The correlation between achievement in Algebra and Geometry for the sample studied was .60, and sample averages for Algebra and Geometry were 48.9 and 65.5 respectively, indicating better achievement in Geometry as measured by the examination in Mathematics. Question response range in Algebra was between 94 per cent and 24 per cent and in Geometry 94 per cent and 19 per cent.

Questions receiving lower responses in Algebra and Geometry appear in Tables 7 and 8.

TABLE 7
Algebra—Grade X

Question No.	Per Cent Response	Content
1a	44	Simplify
1f	47	Simplify
2a	42	Factor
2b	18	Factor
3a	45	Evaluate
3b	47.7	Find formula
4b	41	Expand
5b	28.7	Simplicity
6a	22	Solve and verify
7a	30.5	H.C.F. and L.C.M.

TABLE 8
Geometry—Grade X

Question No.	Per Cent Response	Content
1b	58	Perpendicular lines
1d	24	Figures
1e	31	Quadrilateral
1f	52	Reflex angles
1h	40	Rhombus
1i	46	Axioms
1j	64	Median
4a	60	Angles of isosceles triangle
5c	51	Construction of perpendiculars
6a	49	Congruence S.S.S.
6b or c	61	Congruence S.A.S.

Science

The average for the short answer part was 66 and for the more subjective part of the examination paper 56.37. It does not appear that the short answer part provided adequate sampling of course content. Table 9 shows questions receiving responses below the mean.

Predictive Value of I.Q.'s

In order to determine whether the I.Q. scores calculated at the Grade IX level have any predictive value with respect to achievement at Level I, Inspectors' test marks were recorded for two groups. The first group may be considered

TABLE 9
Science, Part B—Grade X

Question No.	Per Cent Response	Content
4a	47.5	Condensation
5	40	Convection
6b	54	Pulley system
7a	24	Energy
7b	50.5	Diagram of dry cell
9b	55.5	Molecular theory
10a	37	Speed of light

to have above average learning capacity, pupils with I.Q.'s of 115 or above; and the second group with average and below average learning capacity scores, I.Q.'s of 100 and below. Table 10 gives some indication of the accomplishment of the two groups in the core subjects of Level I curriculum.

TABLE 10
Means and Mean Differences of the Two I.Q. Groups in Inspectors' Tests

Subject	I.Q.'s 115 and Above	I.Q.'s 100 and Below	Mean Difference
Literature	69.26	51.54	17.72
Composition	70.36	54.26	16.10
Social Studies	65.86	50.16	15.70
Mathematics	73.89	41.79	32.10
Science	71.13	51.32	19.80

In comparing the results of the two I.Q. groups we observe that 75 per cent of the scores of the lower I.Q. group are practically below the Q₁ level of the higher I.Q. group. The mean difference for each subject is high with the highest difference in Mathematics. The results obtained lead one to believe that the I.Q. scores that are obtained at the Grade IX level are a good index of pupil educability, and that pupils with lower I.Q.'s are finding the present course in Mathematics difficult, but on the other hand, pupils with higher I.Q.'s show much better achievement, with approximately 50 per cent of the scores falling above the 70 per cent level. It may be in order to suggest, therefore, that the teachers be encouraged to expect and probably demand a high quality of work from the Level I pupils with higher I.Q.'s. The study also seems to suggest that greater use be made of standardized test results obtained at the end of Grade IX.

Value of Inspectors' Tests

1. These tests provide teachers with examples of various types of achievement examinations that may be constructed and should tend to improve the quality of measurement in schools, particularly with respect to the construction of the essay type of examination papers.
2. Keys are provided for each examination. This gives the teachers information on the content expected for the various questions.
3. They offer a teacher an opportunity to appraise his teaching and the achievement of his pupils in terms of a common set of scales.
4. These tests tend to insure fuller course coverage and the meeting of the objectives of the curriculum.
5. These tests tend to insure greater uniformity of standards in the province and provide an opportunity for the re-direction of emphasis on the weaknesses that may appear.
6. The tests provide an opportunity for an annual re-examination of curriculum content and standards.

The Effect of Class Size on Learning

“WHAT IS the effect of too large a group on the teaching and learning in your classroom?” I asked a group of teachers from an elementary school in Virginia. All of these teachers at one time or another had taught classes that they felt were much too large for effective work. All, at the time of this interview, had classes of reasonable size.

What About Primary Grades?

Primary teachers were the first to be queried. The replies were not slow in coming.

“All children,” said Mrs. Edna Judd, first-grade teacher, “but especially little children, need lots of individual attention. With too many in the class, I simply can’t reach around to give them the attention each child should have.”

“How many are ‘too many’?” I asked.

“More than 30 in the first grade,” replied Mrs. Janie P. Howell, another first-grade teacher. “Classes of 40 and 50 are simply impossible so far as doing good work is concerned.”

“In large classes, the children find it hard to concentrate; their attention is divided because of the activities of too many children,” added Mrs. Judd. “This affects their ability to learn. Under the circumstances, it is extremely difficult to teach fundamental skills adequately because we cannot do enough concrete work in explaining the techniques, methods, and the basic understandings that underlie skills and techniques. There isn’t enough time to give to the slow child—or to the bright child, for that matter.”

“There isn’t time to find, explore, and develop the talents of the group adequately,” remarked Mrs. Howell. “Little children love music, story hour, and all those experiences that make for readiness in all learning. The varied experiences with which they come to school make readiness for all kinds of learning all the more essential. But they are time-consuming. Just the routine in large groups is time-consuming and takes away precious hours that should be given to developmental teaching. Growth in independence and responsibility is especially important in the first grade. I can’t help them to learn these things well when the group is too large.”

“It interferes, too, with good teacher-pupil relationship,” said Mrs. Judd. “There is much that a child needs to tell his teacher, and the teacher needs to listen, for through this sharing of experience there is built up a feeling of rapport, security, friendliness; and teacher learns much about the child’s habits of thinking, his attitudes, his homelife, his language habits, and is thus better able to teach him. Even when I divide my class into groups, there are too many for good work.”

“A sense of security means everything to the child,” added Mrs. Howell. “If a child wishes he were at home instead of in my classroom, I know something is wrong, and I can’t teach him well when there is a wall between us. Furthermore, if a child is not happy in school, he doesn’t develop the right attitude or feeling for school. We always ask: ‘Did you have a good time in school today?’ If not, we find out why.”

Mrs. Howell took up the discussion here. “The playground is harder to supervise. There are more accidents, less play space. It is harder to find suitable games for the children to play at recess. The children can’t experiment with new games that take space. In fact, they can’t experiment with new things in the classroom, either, as much as I should like them to.”

Mrs. Judd: “Large classes affect the type of experiences teachers can give them, too. We have to be more formal in our teaching. Every child, especially the slow child, could get more if we had the opportunity to give him more. Class space is filled with tables and chairs! Discipline is more of a problem, too. At night, I’m just worn out, not from hours, but from the number of children, from adjusting to so many different personalities.”

“It takes just that much longer to hear 42 children read and to get in all the skill-teaching that is needed,” Mrs. Dorothy Cloud of the third grade remarked. She felt that since we know now a great deal about individual differences in our pupils, we ought to be able to use that information in teaching them. Every child ought to have an opportunity to succeed in *something*.

“Furthermore,” she continued, “I like to check a child’s work *with him*. It is lifeless if it has to be checked apart from the child. Large classes rule this out, too.”

What About Upper Grades?

When the upper-grade teachers were confronted with the question of how class size affected teaching and learning, many situations were reported which were similar to those of the lower grades. For example, Mrs. Rouillard, fifth-grade teacher, felt that the greatest difference lay in the personal attention she could give each child, and what she could know about him.

“With every additional pupil, the book work and paper checkup increases. Reading groups have to be larger; the quiet children are allowed to ‘slide by’ because I can’t identify them adequately in a large group.”

“When a class gets larger than 30, teaching becomes mass production,” asserted Mrs. Margaret Hartman of the sixth grade.

“I think large groups promote exhibitionism in some children,” said Mrs. Groschan, fourth-grade teacher, “while the reticent child is simply submerged in the crowd. Then, too, I have to fall back too much on a skill routine. Group discussion is hard to handle. I can’t give the best type of developmental program because along with freedom must go training in the ability to handle it. Some children cannot work without constant supervision, and I just can’t give it in a large class.”

“The large class is likely to have pupils who cannot find themselves, cannot show their real ability. There is too much competition for attention,” Mrs. Groschan continued, “and cliques form, too.”

Adequate practice and training in the social amenities, manners, how to set a table, how to open a door, and how to greet an older person properly constitute still other casualties of the too-large class. Too often, too, teaching becomes talking, these teachers said, “and that’s not good.”

Smaller groups make for more flexible teaching. For example, Mrs. Rouillard told of how she used the failure of the electric current to motivate a unit on electricity. The pupils were deeply impressed with the importance of electricity in their lives. Large groups make this adaptability difficult, if not impossible, the teachers agreed.

It is in their relations with the parents that the upper-grade teachers find still another significant effect of class size.

"Smaller groups lessen parental complaints because the children are happier in smaller groups," asserted Mrs. Rouillard.

"Perhaps there are fewer complaints, too," added Mrs. Groschan, "because in a smaller class it is easier to set up behavior standards, mold children's attitudes, and help them to grow in self-control."

"Discipline," added Mrs. Shotwell of the sixth grade, "is not just a matter of keeping children quiet. It involves growth in self-control. Where space is insufficient to carry out desirable activities, it is bound to be harder to learn to get along peaceably with one's neighbors."

Mrs. Shotwell emphasized the necessity of good parent-teacher relationships in understanding children. "I had one child six months before I realized there was no mother in the home. Had I known that, how much better I could have understood that child's problems! Where the home conditions are not good, it is doubly important that the teacher know this. The larger my classes, the less well I can know my pupils' home conditions."

These upper-grade teachers, too, felt that with a large group there was a tendency to "lean" on the brighter children which meant that the more limited pupils did not receive their due attention. They spoke of the effect this had on the children who needed remedial work, but who were "lost in the shuffle" because of the dominance of those who did not.

One girl, for example, who needed extra help, resorted to cheating in order to make passing grades. "It is a tragedy when success is measured only in terms of grades, for then grades become the most important thing to the child," the teachers agreed.

Other General Difficulties

That brought up the whole question of grading. The teachers felt that there is greater need for better evaluation of pupil accomplishment; that there is too much comparing of grades; too much punishment inflicted by parents when they are displeased with marks. Yet, grades and grading become ever more difficult and uninformative when classes are too large.

"A child's accomplishment should be evaluated in total terms, and in terms of individual abilities," said these teachers. "There is need for evidence to show school progress so that parents may understand what their children are learning. But it is not easy to translate that learning."

Just the sheer physical energy and the time required to change from one activity to another is still another difference between the large and the smaller class. There is bound to be more waste motion with the larger group. They get in each other's way.

The listening habits of the group were brought up by Mrs. Hazelgrove, seventh-grade teacher, and Mrs. Hartman. They felt that it was much harder to teach a large group to listen well. Children in a large group tend to feel less responsibility to be participants. Thus, they miss much of the training in group work. Their span of attention is shortened, if indeed they listen and participate at all. "And too, there is less creative teaching because the gifted teacher cannot share her particular talents because of class demands."

There are innumerable ways, say these teachers, in which an increase in numbers works adversely for desirable learning. They are agreed that, regardless of grade level, when classes are too large, good room arrangement is destroyed; reading circles and work groups are crowded; centres of interest, display space, play areas, must give way to chairs or desks; supplies become an even greater problem; the teaching of the skills, reading, spelling, arithmetic, suffer; developmental teaching is hampered.

Large classes mean fewer field trips. Time, effort, safety, and learning experiences are involved in these excursions. The larger the number of children, the greater the hazards.

Effect on the Teacher

Teaching is strenuous work at best. It is a constant physical and mental strain. It has great satisfactions, but those satisfactions can be destroyed through the sheer drain on the teacher's energy, and that drain can finally affect the quality of the teaching and learning.

Teachers, as well as their pupils, are entitled to good mental and physical health. Their weekends should be free for rest, refreshment, for civic and other community interests. When they must devote their weekends to school work constantly, because of large classes, they tend to become irritable, to lose their sense of humor—and much of the real joy to be found in teaching. They hesitate to start things that make for self-improvement, because they are *just too tired*.

If all parents everywhere understood how much their child's welfare and happiness in school depended upon being in a class of reasonable size, they would see to it that their schools had the support that would make reasonable class size possible.

—N.E.A. JOURNAL—March, 1951.

MINISTER'S PAGE

(Continued from page 2)

sive program of the new Technical-Vocational High School. Of these schools, six are in Winnipeg School District No. 1: Daniel McIntyre, Gordon Bell, Isaac Newton, Lord Selkirk, St. John's and Kelvin. Outside the City, the Commercial Course is provided at Dauphin, Flin Flon, Gimli, Glenlawn (St. Vital), Neepawa, Norwood, Portage la Prairie, St. Boniface, St. James, Swan River, Virden, West Kildonan and Winkler. The Industrial Course is included in the programs of Brandon, Dauphin, Flin Flon and Neepawa, the Home Economics is offered at Brandon and Dauphin. The Composite High School at Dauphin in the Dauphin-Ochre School Area No. 1 is the only school offering the full program with instruction in Agriculture.

In addition, a number of schools are providing opportunities for what are called the "Technical Options" in which technical and vocational subjects are taken as part of the General Course. Evening classes in such subjects are held in the school districts of Altona, Brandon, D. R. Hamilton, Dauphin, Emerson, Flin Flon, Neepawa, Neuhoffnung, North Kildonan, Portage la Prairie, Rosenfeld, St. Boniface, Transcona, Winkler and Winnipeg.

The recommendation with regard to the Winnipeg Technical-Vocational High School has been implemented by the Winnipeg School Board on a scale even more ambitious than that envisaged six years ago. It is safe to say that Winnipeg is now in the very forefront of the Canadian cities in its provision for high school education directed to this end. The City is to be congratulated both on its vision and on the enlightened execution of its far-reaching plans. The Manitoba Technical Institute, under Provincial direction, has made great progress, too, during this period and its program today is much more comprehensive than was planned in 1945. With regard to the recommendation concerning Dominion participation it should be noted that all the public schools and institutes which provide technical and vocational courses on the approved basis are eligible for special Dominion-Provincial grants both for construction and for operational costs.

It is confidently hoped that this increased provision for technical education will greatly contribute to the further industrial development of our Province and so to the economic growth and security of Canada.

PROVINCE AND ITS UNIVERSITY

(Continued from page 11)

- 207. Administration and Supervision of Schools in Rural Areas. Prof. Woods.
- 209. The Teaching of Elementary School Arithmetic. Prof. H. L. Stein.
- 210. The Teaching of Reading (I-IX). Dr. F. C. Biehl, Principal, Normal School, London, Ont.
- 213. The Teaching of Secondary School English. Prof. J. Katz.
- 217. The Teaching of Modern Languages. Prof. M. Richard.
- *218. The Teaching of Home Economics (Workshop). Prof. M. C. Moxon.
- 701. Methods of Educational Research. Prof. D. S. Woods.
- 703. Philosophy of Education. Prof. N. V. Scarfe.
- 712. Problems of Curriculum Organization. Prof. J. Katz.
- 715. Research Problems in Teaching Geography. Prof. N. V. Scarfe.

*These courses are doubtful at present, depending on number of applications received.

Registration—July 9, 9:00 a.m.-12:00.

Examinations—August 18, 19.

Application for these courses must be made before January 25, 1952. In order to be admitted to a summer course it is necessary to undertake preliminary reading and directed exercises during the winter and spring. Only those who have undertaken this preliminary study will gain full benefit from the courses. For admission to Summer Session, therefore, application should be made before January 25 and some preliminary exercises completed by the end of May. If the applications for any course do not exceed ten persons the course will not be given and applicants will be advised of this at an early date. Application forms may be obtained from the Dean of Education, University of Manitoba.

Course Papers

In addition to preliminary reading and attendance at summer classes, students will be required to complete a research exercise or course paper connected with each course they take. The exercise will be specified by the Instructor and guidance will be given in necessary reading and in methods of presenting the written exercise. Students may have up to six months after attending Summer School for completing the course papers. Unless the papers are satisfactorily completed no credit can be given for the course.

Certification

The University has no jurisdiction over certificates awarded by the province, but it is true to say that the Department of Education is wholeheartedly behind the Faculty efforts and has gone a long way in allowing Faculty credit to count toward advancement in certification. Furthermore, many school boards arrange salary schedules which give substantial financial rewards to those who take the trouble to improve their standing and efficiency by scholarly study under the Faculty of Education. It is not surprising, therefore, that approximately 400 teachers in the province have enrolled in higher degree courses during this session.

Research Opportunities

To teachers of mature experience who are engaged in writing theses for the M.Ed. or Ph.D degrees in Education the University is thinking of offering what will amount to two research fellowships. It is necessary and advantageous for the Faculty to be continuously nourished by close contact with the ideas of those who are actually practicing or supervising in schools. Practical experience and experimental research in the classroom are of major importance and the

Faculty are seeking a constant stream of this refreshing influence by offering these yearly graduate assistantships. Applicants would have to be persons of mature experience who need a year's leave of absence from their school or inspectorial duties in order to pursue uninterrupted research at a centre where facilities and help can be provided. Some of their time would be devoted to teaching and tutorial work at the University post-graduate level so that the Faculty could profit from their experience and gifts, and for this a small salary would be paid. Where students are on leave of absence with half pay it is hoped that this salary would help to compensate for loss of pay. No fees would be payable for any courses attended or for any assistance required from permanent faculty staff. Although the University has not yet been asked to approve this plan, it is necessary to make the idea public in order to give teachers and others a chance to consider it. Admission to a part-time lectureship of this kind would be by application to the Dean and on a competitive basis. The duration would be strictly limited to one calendar year (Sept. 1 to August 31).

In the near future it is hoped to set out more fully the regulations, courses and details pertaining to Education courses at the University of Manitoba in a special Faculty of Education Calendar. The present article is merely an advance notice of some important points.

Schools Having One Hundred Per Cent Attendance for November, 1951

Burnside S.D. No. 24
Cardinal S.D. No. 2239
Felsendorf (North) S.D. No. 1096
River Valley S.D. No. 879
St. Agnes Priory School

for October, 1951 Crystal River S.D. No. 243

About School

The chief reason for going to school is to get the impression fixed for life that there is a book side to everything.

* * *

We go to college to be given one more chance to learn to read in case we haven't learned in high school. Once we have learned to read the rest can be trusted to add itself unto us.

* * *

We were enjoined of old to learn to write now while young so that if we ever had anything to say later we would know how to say it. All there is to learning to write or talk is learning how to have something to say.

* * *

The best educated person is the one who has been matured at the proper rate. Seasoned but not kiln dried. The starch thickening has to be stirred in with slow care. The arteries will harden fast enough without being helped.

* * *

The last place along the line where books are safely read as they are going to be out in the world in polite society is usually in so-called Freshman English. There pupils are still treated as if not all of them were going to turn out scholars.

* * *

A good map carries its own scale of miles.



WINNIPEG, MANITOBA

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